DOCUMENT RESUME

ED 359 154 SP 034 579

AUTHOR Hughes, Jeffry; And Others
TITLE The Task Force on Initial Teacher Education Programs. Final Report.
INSTITUTION Manitoba Univ., Winnipeg. Faculty of Education.
PUB DATE Jun 93
NOTE 164p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Admission Criteria; Canada Natives; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Cooperation; *Preservice Teacher Education; Program Content; Program Effectiveness; Program Implementation; Program Improvement; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; *Teaching Experience
IDENTIFIERS Manitoba (Winnipeg); *Reform Efforts; Task Force Approach

ABSTRACT

This task force report addresses three questions fundamental to the reform of teacher preparation: (1) what do teachers need to know? (2) what academic, professional, and practical experiences should be provided? and (3) what are the most efficacious relationships between a Faculty of Education, other faculties and schools in the University, other institutions of postsecondary education, and the school system? A proposal is presented which articulates the goals or outcomes that a new program of teacher education must achieve, the curriculum content and the process which should characterize it, the admission strategy which should serve it, and the delivery modalities and institutional relationships which should enable its effective implementation. The task force recommends a program which consists of three major components: liberal arts or general studies; specialized subject matter studies in areas appropriate for teaching; and pedagogical studies. Appendices, which comprise two-thirds of the report, provide a statement of issues related to initial teacher education programs; bachelor of education program regulations; admissions, regulations and recruitment--working group draft proposal; course titles and descriptions; special consideration admissions category for Aboriginals; partnership schools--draft policies and procedures; Program Stream Committee status reports; resource implications; and a list of submissions to the task force. (LL)

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TASK FORCE ON INITIAL TEACHER EDUCATION PROGRAMS

FINAL REPORT

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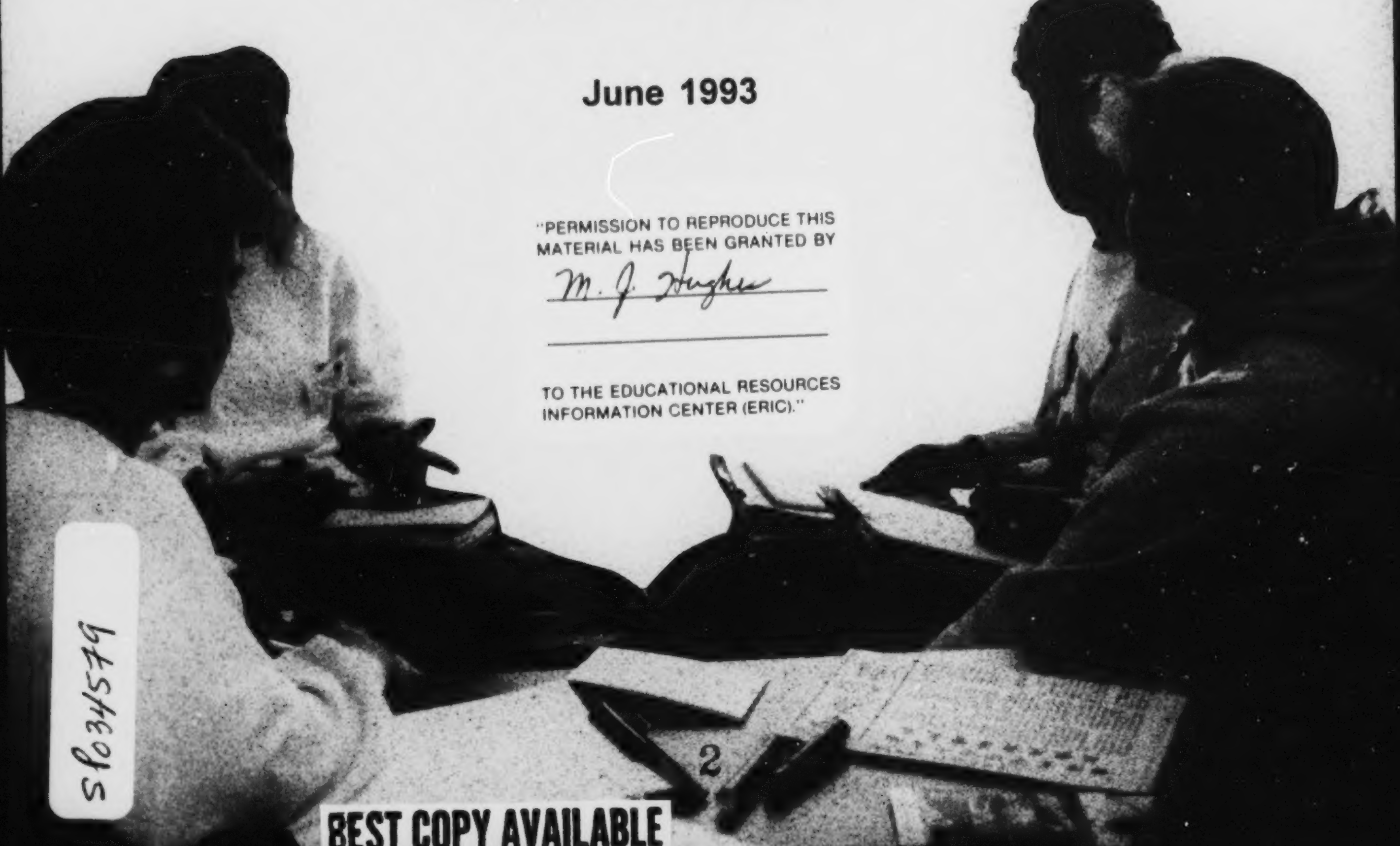
Faculty of Education
UNIVERSITY OF MANITOBA

June 1993



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FINAL REPORT

# of the

TASK FORCE ON INITIAL TEACHER EDUCATION PROGRAMS

by

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June 1993

SUMMARY OF THE REPORT

The Report of the Task Force on Initial Teacher Education Programs (TITEP) attempts to answer three major questions which are fundamental to the reform of teacher preparation in this and the next decade: (1) What do teachers need to know -- is there a best curriculum for teacher education? (2) What academic, professional and practical experiences should be provided to those learning to teach that will enable them to begin effectively and adapt wisely throughout their careers? and (3) What are the most efficacious relationships between a Faculty of Education, other faculties and schools in the University, other institutions of postsecondary education, and the school system, as regards the professional preparation of teachers? The answers to these questions are provided in a comprehensive proposal which articulates the goals or outcomes that a new program of teacher education must achieve, the curriculum content and process which should characterize it, the admission strategy which should serve it, and the delivery modalities and institutional relationships which should enable its effective implementation.

The central programmatic recommendation of the Report is the establishment of a program of teacher education which is substantially based upon Lee Shulman's (1987) conceptualization of the knowledge base for teaching, namely, subject matter or content knowledge in disciplines, general pedagogical knowledge, knowledge of the curriculum -- its content and justification, knowledge of learners, knowledge of educational contexts -- notably culture and public policy, knowledge of educational aims and purposes, and discipline-anchored pedagogical content knowledge, the special concern of a Faculty of Education. The Task Force argues that this program, though its scope and character is inspired by Shulman's categories, must reveal a broad vision of teaching and teaching effectiveness which rests upon current research and scholarship and the "wisdom of practice", and must develop the disposition and skills of "reflective practice" as suggested by Donald Schon (1983, 1987), among others. Further, the Task Force argues that the program of pedagogical studies proper -- one of at least two years' duration (or 60 credit hours) -- should presuppose the completion of a minimum of 90 credit hours of "pre-professional" academic preparation in liberal or general studies (Humanities, Social Sciences, Physical Sciences and Mathematics) and in specialized subject matter studies suitable for the teaching of specific subjects or subject areas of the school curriculum.

Along with subject matter specialization, which, in large part, contributes to a claim of expertise in a teaching major and minor(s), the Task Force recommends that formal attention to learner characteristics should constitute an additional basis for specialization in a program of pedagogical studies. For the Task Force, this means that all candidates admitted to the Faculty of Education should also be required to select a level of schooling, that is, Early Years, Middle Years or Senior Years, which will provide a sustained focus and context in their pedagogical studies, and which will provide the essential basis for a tripartite program organization in the Faculty. Along with expanded choices in the subject matter studies deemed appropriate for teaching majors and minors in all three program streams, the Task Force recommends specific arrangements whereby "specialist" teaching interests and competencies can be developed by certain students in both the Early Years and Middle Years program streams. It is the contention of the Task Force that, by virtue of their preparation in pre-professional and pedagogical studies, students will experience, in contrast with the existing program, a more appropriate preparation for teaching in the school system without being vulnerable to criticisms that they are either "narrow specialists" or "superficially prepared generalists".

Significantly, the Task Force argues that an admission strategy substantially different from current practices is required as a consequence of its programmatic reconfiguration of teacher education. In particular, the new admission strategy will, in addition to admitting more mature candidates of demonstrated academic prowess, foster a more rational allocation of Faculty resources than is now possible and will allow the Faculty of Education to recruit and admit students in a way which is more sensitive to the imperatives of quality, equity, including the recruitment of students from under-represented groups, and the needs and interests of school systems. It is entirely deliberate that the admission strategy devised by the Task Force is compatible with the "breadth" and "depth" requirements of the Faculties of Arts and Science since this is the academic pool from which most future teachers will come.

In contrast with the existing four-year and post-degree program, the pedagogical component of the teacher education program recommended by the Task Force has these important features: an expansion of "core" content, notably that devoted to teaching strategies and to learning, development and evaluation; an expansion of time and sustained attention to curriculum studies in both years; enhanced preparation for diversity within the classroom, notably with a formal concern for multicultural education, special education and forms of differentiated instruction; a new emphasis on the uses of information technology in the classroom; a more concerted orchestration of teaching studies and practical experiences based on laboratory microteaching and lengthened field placements; a revised academic schedule and timetable reflective of the school system calendar; and a reconstituted vehicle for Faculty-field collaboration and program delivery -- Partner Schools, the most ambitious feature of a model of teacher education and school improvement envisioned in the extensive work of John Goodlad (1990).

The Task Force Report also explores the implications of its proposals for the programmatic relationships of the Faculty of Education with other faculties and schools at the University, notably the Faculty of Human Ecology and the School of Music, and with other institutions having affiliated or articulated teacher education programs, notably the Winnipeg Education Centre, Red River Community College and the University of Winnipeg. Essentially, the Task Force recommends that two-degree programs continue with Human Ecology and Music, for the preparation of specialists in the teaching of home economics and music, respectively, though with distinctive modifications attuned to the proposals of the Task Force. The Task Force also recommends that the joint or "combined" programs of the Faculty with Red River Community College -- those which concern business, vocational and industrial arts teachers -- be continued, though with a substantial reconfiguration of existing programs in both the College and the Faculty. In the special case of the Winnipeg Education Centre, which contains the Faculty's major affirmative action teacher education program for Aboriginals and other inner city residents, the Task Force recommends that the proposed admission requirements be considered graduation requirements and that the program revisions proposed in the Report otherwise apply. Additionally, the Task Force recommends that a timely decision be made by the Faculty as to whether the Centre is to sponsor an Early Years program or a combined Early and Middle Years program. In the case of the University of Winnipeg, the Task Force is mindful of the formal agreement which regulates existing arrangements and is conscious of the need for continuing consultation and discussion of the implications of its proposals for the operation of the agreement.

With respect to program development and implementation, the Task Force recommends a structure of Stream Committees and Stream Chairs for Early Years, Middle Years and Senior Years together with "ad hoc" or special Working Groups to address specific developmental tasks, notably Admissions and Partner Schools. However, the Task Force strongly endorses the establishment of a Committee on Admissions and Recruitment which is representative of each Program Stream, is staffed with a specific concern for continuity and has general responsibility for all admissions. The Task Force proposes that the Program Stream Chairs, together with the Dean of the Faculty (or a designate of the Dean) as Chair, should continue to constitute a Steering Committee for the purposes of program development and implementation. The Task Force considers that the main task of the Steering Committee should be that of supervising and facilitating the establishment of the new program and, in timely fashion, identifying the adjustments in administrative arrangements and policy which the implementation of the new teacher education program will require.

The Task Force Report indicates that, given its innovative nature and resource implications, the new program will require formal adoption by resolution of the Faculty Council and, in turn, the Senate of the University, and, to the extent required by other procedures and protocols, approval by the Universities Grants Commission and the Minister of Education and Training. A timetable of implementation is suggested at the end of the Report and the target dated identified for introduction of the new program is September 1, 1995. For the foreseeable future, the Task Force recommends that the new B.Ed. program continue to command the substantial majority of the Faculty's resources and, in similar proportion, the time, attention and expertise of each member of the Faculty of Education at the University of Manitoba.

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PREFACE

Since the creation of this Faculty in 1935, the core of our mission has been the initial preparation of teachers for the schools of Manitoba. This mission has been realized through the offering of a program of studies which has evolved over time in response to the changing needs of society. Since the 1970s, this program has had the form of a four-year B.Ed. degree program, although we have also offered a two-year After Degree B.Ed. program for applicants who have earned a degree in a field other than Education.

The existing program was examined as part of the Senate-mandated review exercise in the late 1980s, and a major conclusion emanating from this review was that it was in need of reform. The internal and external reviews conducted as part of the exercise, however, were not consistent in the recommendations they provided about the ways in which reform was necessary. As a result, Professor Ken Osborne was commissioned by Dean John Stapleton to produce a synthesis of these reviews and make some recommendations of his own, which he did in a 1989 report titled Some Aspects of the Undergraduate Education Programme at the University of Manitoba (Osborne, 1989). The most important recommendation of that report was that a proposal specifying the goals, content, and method of delivery of the initial teacher education program of this Faculty be generated for Faculty Council's consideration.

In response to this recommendation, Dean Stapleton established, in January, 1990, a Task Force on Initial Teacher Education Programs (TITEP) with the following terms of reference:

1. To develop the goals, content and methods of delivery of the initial teacher education program(s) in the Faculty of Education; and

2. To develop all necessary admission and program regulations to ensure the good operation of the program(s).

The members of the Task Force were J. Hughes (Chair), J. Irvine, L. Jansson, J. Long and J. Stapleton.

In carrying out its mandate, the members of TITEP engaged in a variety of activities. They reviewed the literature of teacher education, and it would be fair to state that two sources that were deemed to be particularly relevant were Shulman (1987) and Goodlad (1990). They also solicited input from faculty members and from other individuals and groups through various mechanisms, the most important of which were:

- the publication of "A Statement of Issues" in the spring of 1990 to which briefs were invited and abut which public hearings were conducted,

- the publication of an Interim Report in October 1991 which set out the tentative conclusions of TITEP and which again invited written and oral submissions,

- the presentation of a document at an open meeting of Faculty on April 15, 1992 which contained a proposal that was substantially different from the Interim Report in that it recommended admission to the Faculty following the completion of 90 rather than 60 credits in specified areas, and

- the presentation of a document entitled "Report of the Task Force on Initial Teacher Education Programs (TITEP) to Faculty Council" on June 2, 1992 which asked Council to endorse the direction, emphases, and overall program structure outlined in the document, including the revised admission strategy.

Faculty Council voted overwhelmingly in favour of the recommendations of this latter report. At the same time, it voted to establish a Steering Committee consisting of the Associate Dean (Undergraduate Programs) as chair, the coordinators of the soon-to-be created Early, Middle, and Senior Years Program Committees, and the Dean as *ex officio* member, to coordinate and manage the initial development of the new program.

During the 1992-93 year, the three Program Stream Committees consisting of faculty members, members of the Manitoba Teachers' Society, and representatives from the University of Winnipeg devoted considerable time to the refinement of the program templates that appear in this Report and to the development of detailed course outlines.

The Steering Committee also created two Working Groups, one on Partner Schools and the other on Admission Regulations and Recruitment, to develop specific proposals in these areas. Both Working Groups presented draft reports to open meetings of the Faculty. Additional Working Groups were charged with the task of identifying the basis for new agreements with the Faculty's traditional partners in teacher education -- the University of Winnipeg, the Faculty of Human Ecology and the School of Music from this University, and Red River Community College.

In March 1993, the Board of Governors appointed Dr. Judith Newman to be the next Dean of the Faculty of Education, effective September 1, 1993. Pursuant to this decision, Council approved a motion at its May 1993 meeting that no decisions be taken on the new program prior to the end of October, 1993, by which time Dean Newman would have had a chance to make her own assessment of the proposals. At the same time, Council voted for another motion which asked TITEP to produce a final Report of its work. This volume is that report.

In discharging their responsibilities, the members of TITEP became increasingly aware of the complexities of our B.Ed. degree program. Moreover, they came to understand more fully the historic roots and character of the current program; the fact that while the elements of the existing program are being improved continually, that there are limitations to the extent to which such incremental improvements can increase the overall program effectiveness; and that there is a need for a substantial overhaul in the initial teacher education program. The TITEP strategies outlined in this Report call for that substantial overhaul by recommending changes in the following four major components of the B.Ed. degree program at the University of Manitoba: (a) the academic preparation of teachers, (b) the pedagogical preparation of teachers, (c) Faculty-school partnerships, and (d) the admissions process.

Finally, while the task has been a demanding one, the members of TITEP have found it to be stimulating. We want to thank the members of Council, the external members of our Committees and Working Groups, and all those who presented written and oral submissions for the significant time and attention they have devoted to this program improvement effort during the past three years. A special acknowledgement must be given to Edna Wooler, Secretary in the Dean's Office, who has very ably assisted the Task Force throughout this work in various ways regarding manuscript preparation and presentation, including this Final Report. Finally, we wish Dean Newman and all members of Faculty Council success, not only in their deliberations about this Report, but also in the critically important responsibility of preparing teachers whose careers will be played out in the 21st century.

I. REFORMING TEACHER EDUCATION

The Agenda of Reform

The design of teacher education in the 1990s is problematic and necessarily involves an attempt to resolve a number of difficult issues. As a recent Canadian Conference Report (Van Fossen, 1990) on this subject recognizes, three issues are pervasive and paramount:

- The great curriculum debate: Is there a best curriculum for teacher education? What do teachers need to know?
- The role of practical experience: What practical or clinical experiences should be provided to those who wish to teach so that they can begin successfully and adapt wisely throughout their careers?
- The challenge of institutional relationships: What is the most efficacious relationship of a Faculty of Education to other faculties in the University, especially to Faculties of Arts and Science? How can more effective relationships be struck with the school system which recognize the special roles and obligations of all the parties?

The resolution of these key issues requires that teacher education be linked to schooling in a way which is intelligent and satisfactory. As Goodlad (1990) has expressed this very important idea, ". . . teacher education should be geared to reasonable expectations for those who are to be stewards of schooling in a democratic society" (p. 185). Against the background of the American experience of schooling and reform efforts in both schooling and teacher education, Goodlad and his associates have postulated four broad categories of "reasonable expectations". They note that all these expectations and the decisions arising from them ". . . are essentially moral in nature" (p. 186) and ought to constitute the foundation of the moral stewardship on which teaching as a profession rests. Though framed in an American context, these categories of expectations must interest anyone concerned with teacher education:

> First, teachers must understand that citizenship is the primary political office under a constitutional government, and they must possess a foundation of knowledge about the nation's government and its expectations for citizens. Second, teachers must have the intellectual tools to participate broadly in the human conversation and to introduce young people to it. Third, teachers must possess the pedagogical knowledge and skills necessary to arrange optimal conditions for educating the young. Fourth, teachers must thoroughly understand the commonplaces of schooling (goals, clients, organization, curriculum, instruction, and evaluation), promising alternatives, the nature of healthy schools, and how to sustain renewal. (p. 186)

TITEP believes, too, that these expectations are reasonable and that, in broad outline, they constitute a normative framework which is consistent with many of our recommendations. In short, the program of teacher education we suggest must take account of and be linked to what teachers do and should do. As a group, we are sobered by the somewhat depressing conclusion of Goodlad and his associates that, in the large number of U.S. institutions they examined, ". . . the necessary conditions for vigorous, coherent, self-renewing programs of teacher preparation are not in place" (p. 186); indeed, ". . . the train is not currently on the tracks, and the engine is uncoupled from the cars" (p. 186). While we do not consider that such a harsh judgement is applicable to our own program, we do, however, think there is a serious need to anchor our program more carefully in the knowledge base deemed essential for beginning teachers (Reynolds, 1989) and to make our program more coherent and vigorous by a sustained team ethos, effort and capacity for program research, management and evaluation. The priorities and strategies for developing these sustained efforts in research, development, management and evaluation are suggested in such sources as Tisher and Wideen's (1990) state-of-the-art survey of research in teacher education and Fisher and Levene's (1989) report of a professional curriculum design project in medical studies at the University of Calgary. We are apprehensive and skeptical of some of the most popular solutions which have been advanced and which continue to be favoured today by some who are ambitious to reform teacher education, namely, ". . . that a concentration on general education and subject matter, with no accompanying courses in pedagogy, is sufficient; that undergraduate teacher preparation should be eliminated; and that mentoring with an experienced teacher provides adequate orientation to pedagogical theory and practice" (p. 186). Rather, we seek, in this report, to ensure that our teacher preparation train will be on the right tracks, that the engine will be coupled to the right cars and that the point of departure and destination will, in the local context of Manitoba, be reasonably clear.

The Question For All Teacher Educators: What Are the Goals?

The primary question for all teacher educators is one of goals (Kennedy, 1990), that is, what are we trying to accomplish in initial teacher education? In one sense, this question can be posed this way: What kind of teacher do you want to produce? A simple answer is that we want to produce a "good" teacher, an "effective" teacher. One may ask, indeed, one should ask, what does "good" or "effective" mean? This normative element is inescapable because a description of the kind of teacher we want to produce involves not only conceptual characterizations of the nature of teaching (and, of education, learning, and schooling) but also, and more fundamentally, moral judgements about the ends and means of teaching (and, again, of education, learning, and schooling).

Consider, for example, the implications of the following statement for efforts to identify the main goals of a teacher education program:

> Effective teaching is characterized by teachers who have control of the knowledge base on teaching, can execute a repertoire of best practices, have attitudes and skills necessary for reflection and problem solving, and consider learning to teach a life-long process. (Arends, 1988, p. 4)

If we were to declare our general goal as the preparation of effective teachers, then the statement by Arends provides a useful, though kernel, characterization of what kind of teacher we would be attempting to produce, namely, one who has a grasp of the knowledge base in teaching, one who can execute the best pedagogical practices, one who is disposed to and skillful at reflection and problem-solving and one who values ongoing learning as an essential basis for the improvement of his/her own practice.

Or consider, as another example, the recent attempt by the National Board for Professional Teaching Standards in the United States to describe the teacher who would be worthy of certification. In 1989, after two years of work, the Board reached a substantial consensus on the following description:

> The ideal Board-certified teacher would possess the ability to organize and manage classrooms in ways that capture and sustain student interest and promote their broad, deep learning. Such ability includes skills in managing multi-ability grouping for instruction, setting objectives and maintaining expectations, responding to individual differences in learning styles, pacing instruction in accordance with evaluation of student learning, and introducing variety in learning tasks.
>
> The Board-certified teacher would be knowledgeable about empirical research underlying effective practices and would possess a repertoire of proven instruction strategies. An accomplished teacher would try out new practices, learn systematically from experience,

> and be willing to innovate. Successful teaching, then, would consist not only of employing routine technologies but of participating actively in the ongoing invention of effective practice.
>
> A Board-certified teacher also would be knowledgeable about the subject matter in ways that allow for the translation of content into educative experiences for students. Rather than focus on management concerns and worksheets, the Board-certified teacher would concentrate on finding ways to engage students in the subject matter, making it accessible to all. The Board-certified teacher, then, would be adept at combining concern for students and their learning with a deep commitment to the subject matters that schools are charged with conveying to future generations.
>
> In sum, a Board-certified teacher would be demonstrably concerned with more than good test scores, which are poor indicators of genuine understanding. Good teachers would develop additional, more valid measures of student learning. Moreover, since it is generally recognized that a student's self-concept is closely related to learning, a teacher should know how to reinforce the confidence of students. In the same vein, the ideal teacher would inspire inquisitiveness in students. An effective teacher would also be able to work with parents and help a child's family obtain community resources that would improve life at home. (Carnegie, 1989, p. 5)

The result of efforts a few years ago by Her Majesty's Inspectors (H.M.I., 1981) in Britain to define certain essential features of a teacher's repertoire of knowledge and skills is not much different from the list of attributes developed by the U.S. National Board and the components of teacher competence identified by the British Department of Education and Science (D.E.S., 1984) are very similar to it as well. Also, a major European report on research and reform in teacher education (Taylor, 1978) identified, at the end of the 1970s, ". . . certain trends discernible in European countries which reflect a measure of agreement about the characteristics of an ideal-type programme" (p. 95). The program characteristics favoured reveal a concern for teacher competencies and professional preparation strategies which are quite similar to those that North American and British educators favour.

In broader philosophical perspective, consider the suggestion by Arnstine (1990) that our ideal goals for education -- the creation of the rational person and the caring person -- be seen as the key dispositional aims of teacher education. We recognize, of course, that the nature of a disposition and its worthiness as an educational aim are important matters for inquiry but, as Arnstine observes, ". . . arguments against rationality and caring are hard to imagine" (p. 3). For Arnstine (and others of like mind, for example, Fenstermacher, 1990; Nord, 1990; Strike, 1990), teacher education must reveal the ethical and moral dimensions of teaching, though she recognizes (as do the others) that valued dispositions ". . . cannot simply be conditioned as habits, nor will they spontaneously appear in the form of a developmental stage or as a magical outcome of the acquisition of knowledge" (p. 9). Rather, to deliberately cultivate the disposition as an educational aim is, she says, ". . . to expect that knowledge and skills relevant to its exercise will be acquired . . ." (p. 8). Arnstine's point of view enlarges or extends the concern for appropriate knowledge, skills and dispositions by giving certain dispositions special prominence. On the point of view represented by Arnstine, the kind of teacher we would be attempting to produce would be one who is rational and caring and who understands that certain knowledge, skills and a capacity for reflection are intimately tied to the cultivation of specific cognitive orientations and attitudes.

Consider also the Faculty's own "Image of the Professional Teacher" (found in Appendix A) as an aid in clarifying the goals of our teacher education program. The kind of teacher the Faculty wants to create is one who is "responsible" in certain ways and is, thereby, "professional". On the Faculty's stated vision, "effective" or "good" teachers are themselves "active learners", they are "knowledgeable in specific disciplines and are also generally well informed", they have a "strong pedagogical knowledge base" which they can utilize in adaptive ways and in varying contexts, they are committed to self-evaluation as a means to improve their skills and they can make rational and fair decisions based on knowledge and on their own and others' values. Here the goals are imbedded in the image of the effective teacher, that is, the goals of the program are, in fact, to prepare teachers who are responsible in ways significantly related to becoming professionals and who are disposed and able " to continue to learn for their entire careers".

Together, the statements by Goodlad, Arends, the U.S. National Board for Professional Teaching Standards, Arnstine and, indeed, our own Faculty's "Image of the Professional Teacher" typify, to a significant degree, the consensus which has emerged in the philosophical and empirical literature concerning the shaping and reshaping of teacher education. In short form, the Task Force is prepared, therefore, to say that overall, our initial teacher education program ought to prepare teachers who, as professionals, are appropriately knowledgeable, suitably skilled and properly disposed. In expanded form, the program proposal of the Task Force should indicate what particular knowledge, skills, and dispositions beginning teachers must possess. In its most concrete form, this discussion is contained in Chapter III of this Report, along with Appendices A, B and C. At this point, it is sufficient to say that the character and scope of the recommended program is substantially (but not entirely) inspired by the recent work of Shulman (1987), as the discussion in Chapters II and III will show. Additionally, the Task Force has endeavoured to distill the outcome of its several discussions and debates in the form of a list of program characteristics or principles of program design which it came to favour. This statement of principles, concluding Chapter II, is meant to indicate explicitly the most important value judgements which inform the program proposal advanced by the Task Force.

II. HOW DO WE DESIGN AND JUSTIFY THE CURRICULUM OF A TEACHER EDUCATION PROGRAM?

What is the Knowledge Base for Teaching?

The past decade has witnessed an upsurge of interest in the reform of teacher education and, as Woolfolk (1989) has recently observed, the debate is ongoing. Notably, the reports by the Carnegie Commission Task Force (1986), the Holmes Group (1986), the Conference on Teacher Education sponsored by the Council of Ontario Universities (R. Van Fossen, 1990) and the very comprehensive recent volume by the Association of Teacher Educators (Houston et al., 1990) illustrate the very broad range of issues, concerns, and proposals which interest both researchers and reformers. In general, the advocates of reform base their several arguments on the belief that there exists a knowledge base for teaching (Reynolds, 1989) and that the major aspects of teaching effectiveness--specific knowledge, pedagogical understanding, technique, ethics, and disposition--can be represented and communicated to beginners. It is this representation and communication which should frame teacher education and inform the improvement of teaching practice, say many of these reformers. What is the nature or character of such a knowledge base? In what terms can it be conceptualized? What are the implications of the conceptualization for the reformation or reshaping of a program of teacher preparation?

Foremost among contemporary theoreticians, scholars and researchers who are formally and actively pursuing answers to such questions is Lee Shulman (and associates) at Stanford University. Shulman's ideas have been substantially developed in his ongoing studies of how new teachers learn to teach ("Knowledge Growth in Teaching" Project) and, additionally, by separate attempts with others in the United States to devise a national board scheme for the assessment of teaching ("Carnegie Task Force on Teaching as a Profession"). Shulman's (1987) conception of what teaching is or involves is intellectual and academic, but is also very broad and, in respect of some aspects of pedagogical understanding, novel. Shulman argues, for example, that

> . . . the results of research on effective teaching, while valuable, are not the sole source of evidence on which to base a definition of the knowledge base of teaching. Those sources should be understood to be far richer and more extensive. Indeed, properly understood, the actual and potential sources for a knowledge base are so plentiful that our question should not be, Is there really much one needs to know in order to teach? Rather, it should express our wonder at how the extensive knowledge of teaching can be learned at all during the brief period allotted to teacher preparation. (p. 7)

Here is where and how we should begin our inquiry of effective teaching says Shulman:

> I begin with the formulation that the capacity to teach centres around the following commonplaces of teaching. . . . A teacher knows something not understood by others, presumably the students. The teacher can transform understanding, performance skills, or desired attitudes or values into pedagogical representations and actions. These are ways of talking, showing, enacting, or otherwise representing ideas so that the unknowing can come to know, those without understanding can comprehend and discern, and the unskilled can become adept. Thus, teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught. . . . The next step is to outline the categories of knowledge that underlie the teacher understanding needed to promote comprehension among students. (pp. 7-8)

Accordingly Shulman asks: "If teacher knowledge were to be organized into a handbook, or encyclopedia, or some other format for arranging knowledge, what would the category headings look like?" (p. 8). For Shulman and his associates, these categories, at a minimum, would include:

> - content knowledge;
> - general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter;
> - curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers;
> - pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding;
> - knowledge of learners and their characteristics;
> - knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and
> - knowledge of educational ends, purposes, and values and their philosophical and historical grounds. (p. 8)

In short, Shulman identifies seven categories of knowledge that his research suggests teachers actually draw upon when they teach: subject matter knowledge in disciplines; general pedagogical knowledge and managerial skills; knowledge of the curriculum--its content and conception; discipline-anchored pedagogical content knowledge; knowledge of learners; knowledge of micro- and macro-educational contexts; and knowledge of educational aims and purposes.

Among these knowledge categories, pedagogical content knowledge is of special interest because it is the single category most likely to distinguish the concerns of the pedagogue from those of the content specialist. Significantly, this knowledge category suggests the peculiar emphasis a Faculty of Education should give to the development of subject matter and pedagogical competence in those learning to teach compared to the likely preoccupation of a subject matter specialist in a Faculty of Arts or Science. Says Shulman:

> We expect a math major to understand mathematics or a history specialist to comprehend history. But the key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by students. (p. 15)

This suggests that pedagogical content knowledge represents an amalgamation or integration of content knowledge and pedagogy "into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (p. 8). Based on his research, it is Shulman's claim that pedagogical content knowledge must be of special concern to teacher educators because it is a type of knowledge--both "received" and "constructed"--which is unique to teaching. Equally important is Shulman's research-based conclusion that effective teaching uniquely requires the skillful use of a process of "pedagogical reasoning" (or "pedagogical thinking", as Feiman-Nemser (1986) has characterized it) which concerns the manipulation of knowledge and the choice of pedagogical modes both within and outside a particular discipline or field.

Also of interest is Shulman's finding that student teachers' subject matter knowledge and proficiency does not alone account for many of the differences in their pedagogical reasoning, planning and actions. Other factors, such as their perceptions of students, their perceptions of themselves, and their educational philosophy and beliefs, affected the planning and conduct of their teaching. Based on case study findings such as these, Shulman and his research team devised the seven-category knowledge scheme and suggested that ". . . teacher education programs must help students of education to develop and integrate multiple types of knowledge and reasoning and to become aware of the roles that their knowledge and values play in shaping their teaching" (Borko, 1989, p. 79).

What has been the import of Shulman's conception (and others like it) for the work of TITEP? Of primary significance is the fact that Shulman's scheme is a comprehensive and research-based attempt to specify the knowledge base in teaching and, indirectly, the major program elements which might justifiably constitute a B.Ed. degree. As a comprehensive characterization of what goes into teaching, it provided a conceptual screen or set of criteria for examining and evaluating our existing B.Ed. programs. Against Shulman's conceptualization, we could obtain some overall sense of the knowledge elements which are or are not present in our program as well as some indication of the emphasis given each element in relation to the others. Additionally, the Shulman scheme helped us to categorize and evaluate, in an analytically useful way, the wide-ranging suggestions in the literature and the different proposals advanced to us.

Because the Shulman scheme is derived from clinical studies of what considerations go into learning to teach, it is reasonable to propose that our program, as a preparatory program for beginning teachers, ought to permit our graduates to obtain at least these particular types of knowledge and skill. Thus Shulman's ideas have helped us to identify the reforms we favour in our program and to achieve a clear and compelling justification for what we must, at a minimum, address and emphasize in a program of teacher education in this Faculty.

What Principles Should Inform the Proposed Program of Teacher Education?

An initial teacher education program cannot provide its graduates with all they will need to know for their teaching careers; however, it must provide candidates for the teaching occupation with the knowledge, skills and dispositions necessary for an effective beginning and for subsequent development as professionals. This was, perhaps, our most basic working principle and assumption and many other principles flow from it. The major principles set out below form the foundation and framework of our program proposal. While the principles are interrelated, they are grouped below in five sets: the first set contains those principles which have most to do with the desired Intellectual and Dispositional Outcomes of a program of teacher education; the second set contains those principles which concern primarily the Curriculum Content and Process of such a program; the third set of principles reflect the strongest convictions of the Task Force on the special curricular aspect of Field Experiences in a program of teacher preparation; the fourth set are those which underpin the overall Structure of the Program proposed; the final set are those which concern the critical question of Resources required to deliver the program. Overall, these design principles have been derived and distilled from our review of the literature on reforming teacher education and from the observations and recommendations of many individuals, groups and agencies who made representations and offered advice to the Task Force over the entire period of its existence (January, 1990 - June, 1993).

Intellectual and Dispositional Outcomes

1. The program must ensure that all candidates, whatever their specialization of subject or grade level, possess the literacy and critical thinking skills associated with an educated person.

2. The program must help to instill and sustain a commitment to academic excellence and the necessity of learning how to learn.

3. The program must encourage students to seek information and experiences from a wide range of sources, to take steps to solve problems as they arise and, in general, to be accountable for their own learning and understanding.

4. The program must encourage our students to think of themselves as teachers from their very first experiences in the Faculty and must encourage those who wish to be teachers to ". . . move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching" (Goodlad, 1990, p. 191).

5. The program must provide students with the knowledge, dispositions and skills required for effective collaboration as teachers with colleagues, support personnel, administrators, parents and children.

6. The program must produce future teachers who can execute a repertoire of best pedagogical practices based upon reliable knowledge and sound judgement.

7. The program must reveal and infuse ". . . the moral obligation of teachers to ensure suitable access to and engagement in the best possible K - 12 education for all children and youth" (Goodlad, 1990, p. 192).

8. The program must produce future teachers who reveal a commitment ". . . to the moral, ethical and enculturating responsibilities to be assumed" (Goodlad, 1990, p. 191) and, in general, who exhibit the capacity and disposition to be both rational and caring.

Curriculum Content and Process

1. The program must be broadly educational and it must provide the opportunity to develop essential "craft" knowledge and skills.

2. The program must reveal a vision of teaching and teaching effectiveness which rests upon current research, scholarship and the "wisdom of practice". While the work of Shulman (1987) on categories of teacher knowledge is fundamental to this vision, the whole program must emphasize reflective practice (Schon, 1983, 1987).

3. Subject matter specialization for the purpose of teaching majors and minors must remain an essential element of the program, though initial teacher education must provide courses and experiences of a general nature along with those more focused upon teachable subjects and grade levels.

4. The program must acquaint its graduates with the multiple dimensions of the Manitoba context -- students should leave the program aware of the cultural and linguistic diversity of the province, of the essential realities of rural, northern and urban environments, of the mainstreaming of

special needs children, and of pervasive social issues significant to schooling, including issues of gender and race.

5. The program must be characterized by ". . . the conditions for learning that future teachers are expected to establish in their own schools and classrooms" (Goodlad, 1990, p. 191) and must encourage students to be reflective about their course work and their experiences in schools.

6. The program ". . . must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and special interest groups on the one hand, and the role of schools in transcending parochialism, on the other" (Goodlad, 1990, p. 192).

7. The program must ". . . engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruencies between what work is accepted in practice and the research and theory supporting other options" (Goodlad, 1990, p. 192).

8. The content and delivery of the program must have a developmental thrust, term-to-term, such that the curriculum will take into account the initial and emergent preoccupations of those who are learning to teach.

9. The program ". . . must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching" (Goodlad, 1990, p. 191).

10. The program ". . . must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers" (Goodlad, 1990, p. 192).

Field Experiences

1. The program must continue to provide field-based experiences in schools. This component must be viewed as critical since student teachers must learn to recognize and deal with the many variables of schooling and teaching in real problem-solving situations. The program must include an extended block of supervised teaching practice so as to provide the practical opportunity for reflective practice.

2. In addition to an extended teaching practicum, school experiences of different sorts and duration should be integrated with some specific courses of pedagogical study.

3. The program must not rely on field experience exclusively to develop pedagogical skills. A variety of laboratory or clinical experiences will be required to provide opportunities for the practice of a range of teaching or "craft" skills.

4. The program must assure for each candidate the availability of an array of quality settings for observation and hands-on practice and exemplary classrooms, schools and teaching situations which facilitate effective practice, appropriate professional socialization and a sensitivity to the necessity for institutional renewal.

5. Field experiences in the program must be characterized by strong and ongoing partnerships between the Faculty of Education and school divisions and schools. The primary responsibility for initiating and maintaining these partnerships rests with the Faculty of Education.

6. Specific training in supervision and collaboration must be required of co-operating teachers and university personnel in all field-based experiences.

Structure of the Program

1. The pedagogical phase of teacher education should presuppose the completion of a minimum academic preparation in liberal or general studies and in specialized subject matter which is suitable for teaching specific subjects or subject areas in the school curriculum.

2. In order to provide adequate time for candidates to assimilate the knowledge, skills and dispositions required for effectively beginning a teaching career, the period of initial teacher education should extend over a period of at least two academic years.

3. Along with subject matter specialization, a concern for learner characteristics should be a primary basis for pedagogical specialization. All candidates should be required to select a level of schooling (early years, middle years or senior years) in which they will specialize and which will also provide an important basis for program organization, student cohorts and faculty teams.

4. Overall, the program must reveal a sustained capacity for evaluation, through, for example, established linkages with graduates for the purpose of evaluating and revising the program so as to increase the success of graduates, especially during the critical early years of transition into teaching.

Resources

1. The program must be delivered within the resources the Faculty reasonably can expect to receive in the near- and medium-term future.

2. The B.Ed. degree must command the majority of the Faculty's resources and, in similar proportion in most cases, the time, attention and expertise of each faculty member.

3. Any improvement in program quality will require adjustments of focus and strategy, including adjustments in arrangements for instruction, supervision, placement, admissions, advising and student support services, and, in general, in the organization, administration and financial management of these critical functions.

III. THE PROPOSED PROGRAM

The intent of the previous chapters of this Report was to raise fundamental questions about the design of teacher education. Answers were offered in largely abstract terms, giving special attention to the idea of a knowledge base for teaching and to the several design considerations -- normative, conceptual and pragmatic -- which, in general, should guide our efforts to construct a curriculum of teacher education. In contrast, the intent of this chapter is to describe in reasonably specific terms the major components or content of the program proposed by the Task Force and to identify the key decisions regarding its structure and organization. The essential argument of the Task Force in this chapter is that its favouring of "pre-professional" studies outside the Faculty of Education, its strategy for admissions to the Faculty of Education, and its tripartite organization of pedagogical studies in the Faculty of Education must be seen as interconnected decisions designed to achieve a coherent approach to teacher education. The discussion in this chapter justifies these basic decisions and explains their relationship.

Major Components

TITEP recommends a program of teacher education which consists of THREE major components:

A. liberal arts or general studies (sometimes referred to in our report as a "breadth" requirement);

B. specialized subject matter studies in areas appropriate for teaching (sometimes referred to as a "depth" requirement);

C. pedagogical studies.

In Shulman's conceptualization of the kinds of knowledge essential for teaching, components A and B can be subsumed under the heading of "content knowledge". The idea that the development and transmission of "content knowledge" is central to the intellectual mission of faculties of Arts and Science is a long-standing convention in higher education. TITEP accepts the implications of this convention for the program of teacher education it favours (without accepting any inference that professional schools are not concerned with content knowledge). Therefore, TITEP favours a program of teacher education which continues to place the substantial responsibility for giving university students their first mature vision of the educated person, and the essential foundation for being a knowledgeable person, in the hands of knowledge experts who can be expected to emphasize general intellectual skills and specialized subject-matter competence. As the immediately following discussion will underscore, both general and specialized studies are very appropriate as preparation for the profession of teaching. TITEP suggests that such studies in faculties of Arts and Science or, indeed, in other faculties and schools, be considered "pre-professional", as long as such studies are, in the judgment of the Faculty of Education, appropriate preparation for teaching in schools. The specific implications of TITEP's views in this regard can be seen in (i) its recommendations regarding the scope and content of liberal studies which should be required of **all** students who seek a career in teaching, and (ii) its characterization of **some** teaching majors and minors as including content specializations which provide very appropriate background for a career in teaching though not necessarily specific knowledge in a particular subject of the school curriculum. In short, TITEP believes that faculties other than Education should continue to provide the essential content background for a teaching career and that the Faculty of Education should have as its primary focus the teaching and learning of subject matter for school-age youth and the cultivation of those pedagogical and professional skills required for occupational competence at an entry level.

All of the remaining knowledge categories of Shulman can be considered to encompass what might be called "pedagogical studies". For Shulman, these are the necessary additional elements that characterize a teacher education curriculum. For TITEP, they are the *raison d'être* of a Faculty of Education. An explanation and justification of each of the three major components, A, B, and C, follows.

A. Liberal Arts or General Studies

These studies should be an introduction to "ways of knowing" and we strongly recommend that students of teacher education be obliged to encounter a variety of disciplines within four broad subject matter groupings, namely, the Humanities, the Social Sciences, the Natural Sciences and Mathematics. It is considered most desirable that students include **English** as their choice of course to satisfy the Humanities requirement.

Justification for this component of teacher education rests on such considerations as the following:

1. "Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical thinking abilities associated with the concept of an educated person". (Goodlad, 1990, p. 191)

2. "A liberal background is desirable for all professions, but in the case of teachers it is critical. An appreciation of the liberal heritage requires a breadth of knowledge, the ability to think, to write, and to engage in discourse. Most important, teachers need to recognize that inquiry, discovery, and debate should characterize the experience of all students up and down the educational ladder . . .". (Wisniewski, 1989, p. 43)

3. "Policy makers . . . must make a commitment to emphasizing the school-to-work transition in elementary and secondary curricula so that we teach every student the math, science, language arts, and other skills relevant to the world of work. Such a policy will require a concerted effort to enlighten the many educators who believe that preparation for work has nothing to do with school". (Daggett, 1991, p. 21)

4. "Although the [University of Manitoba Senate] Committee is not recommending a common first year program, it did discuss at length, skills that appear to be crucial to university success here and elsewhere. These are the ability to communicate effectively in written and spoken English, to understand numerical data and to calculate correctly, and to analyze and think critically. The Committee is recommending that all students entering their first year of post-secondary education be required to include at least one course having content in each of the skill areas as part of their first year program". (Report of the Senate Ad Hoc Committee on the Transition Year, 1990, p. 149)

B. Specialized Subject Matter Studies

This component is the basis for a claim of expertise based on knowledge in one or more disciplines. The emphasis here is on depth rather than on breadth as in Component A. It should be seen as a necessary foundation for the development of the content-specific pedagogical skills which are unique to teaching. In justifying this component as an important element of teacher education, we would emphasize such arguments as the following:

> If mere survival in the classroom is the goal, then teachers don't need to know much about the content they are teaching. . . . If we are satisfied with this type of teaching,

> then we can call off the debate about academic preparation . . . . (Anderson, 1989, p. 89)

We have good reason not to be satisfied with this conception of teaching practice since it would inhibit the achievement of what Bereiter and Scardamalia (1987) call "an attainable form of high literacy." Recent research into teachers' knowledge highlights the critical influence discipline knowledge has on the ability of the teacher to pose questions, select tasks, evaluate their pupils' understanding, and make curricular choices (McDairmid, Ball, & Anderson, 1989). We are also persuaded by the arguments of Wilson, Shulman, and Richert (1987) that, in the transformation of knowledge in teaching practice, disciplinary knowledge plays a critical role, though it is not of itself sufficient to produce effective pedagogy.

C. Pedagogical Studies

This component of the program involves the remaining aspects identified by Shulman. It involves the several kinds of pedagogical knowledge, both general and specialized, which should uniquely concern teacher educators in the Faculty of Education.

1. Pedagogical Content Knowledge. Pedagogical content knowledge should be the primary focus of all curriculum and instruction courses at all levels. Also, it should build upon students' liberal arts courses and their specialized discipline backgrounds (i.e., upon their "content knowledge") and upon the understandings being developed elsewhere in the whole program of pedagogical courses and practical experiences. Students must gain a sufficient understanding of the subject matter to be able to transform it in ways such as Anderson (1989) suggests:

> . . . teachers who are going to help their students achieve an attainable form of high literacy need to be highly literate in the subjects they are teaching. Such an argument provides little curricular guidance, however, for prospective teachers. *What* exactly do prospective teachers need to know about their disciplines, and *how* will they use that knowledge. . . . Good teachers, teachers who are helping their students attain some form of high literacy, must take their disciplinary knowledge and transform it into curriculum, that is, a plan for learning that makes disciplinary knowledge accessible to students and helps them to master it. (p. 91)

2. General Pedagogical Knowledge. The program should be concerned here with the principles of pedagogy and classroom management which appear to transcend subject matter. These principles should be the focus in an introductory first year course which gives emphasis to teaching strategies and techniques. Here ought to begin the development of the craft skills of teaching as well as a critical and reflective attitude to one's initial efforts at teaching. This knowledge category should also deal with the nature and dynamics of the classroom, classroom communication and the use of technology as an instructional tool.

3. Curriculum Knowledge. The program must provide students with the essentials of curriculum knowledge, and with the opportunity to gain a "particular grasp of the materials and programs that serve as the tools of the trade for teachers" (Shulman, 1987, p. 8). These practical elements should be a fundamental aspect of the curriculum and instruction (C & I) courses and the "topics" courses, both of which should deal with the use of curriculum guides, textbooks, library resources, and information technology, and build upon the background developed in the courses on general pedagogical knowledge

and upon students' individual backgrounds in liberal studies and in their studies of specialized subject matter related to subjects of the school curriculum.

4. Knowledge of Learners and their Characteristics. This aspect is so important that we recommend that developmental characteristics of learners should be the primary basis for the student's choice of pedagogical specialization in the B.Ed. program, i.e., an Early Years, Middle Years or Senior Years "stream". The program must convey an understanding of learners and their characteristics in developmental perspective; these courses should be focussed by stream in order to give added emphasis to the characteristics at each of the three levels, and should deal with both the "normal" learner and those with special needs. Furthermore, additional courses in classroom diversity and differentiated instruction should focus on the curricular content and instructional techniques appropriate to students with different needs and abilities.

5. Knowledge of Education Contexts. The environment of the educational enterprise -- both the immediate micro-context of the classroom and the macro-contexts of communities and cultures -- has an impact on the conduct of schooling and the role of the teacher. These contexts and their implications for teaching must be a feature of the program of pedagogical studies for all students.

6. Knowledge of Educational Ends, Purposes and Values. The foundations and conceptions of schooling and the school curriculum have an historical, philosophical and sociological basis. These foundational perspectives on schooling also must be an aspect of the whole program of pedagogical studies for students in every stream.

7. Practical Experiences. As necessary as each of the above elements is, students must additionally be provided with an opportunity to acquire entry-level pedagogical skills in simulated situations and in real-life situations in schools, including the opportunity for professional socialization to the occupation of teaching. This practice component should be dealt with through both laboratory and "hands-on" experiences integral to certain introductory courses and in an elongated school practicum experience central to the final year of the program.

Structure of the Proposed Program

The identification of the major components of the program was an important first order task for the TITEP committee but an equally important second order task was to decide on the weighting for each of the components and the timing of the delivery of the components in a coherent and manageable program structure. The discussion of these issues occupied a considerable amount of time of the Task Force and involved the exploration of a number of alternative methods of organization and delivery. The basic organizational and programmatic decisions reached by the Task Force were arrived at partly on the basis of our best judgments about what is most desirable for the program and partly in response to current and projected resources. The major organizational decisions which have shaped the structure of the program are as follows:

1. The program of studies leading to the Bachelor of Education degree should consist of 60 credit hours of coursework taken within the Faculty of Education.

2. The program of studies offered in the Faculty of Education should be organized in three streams of pedagogical specialization, namely, Early Years, Middle Years and Senior Years with a "specialist" option available for students in the Early and Middle Years Streams.

3. Applications for admission to the Bachelor of Education program in the Faculty of Education should follow the completion of a minimum of three years of specified coursework (90 credit hours) taken in another faculty. The 90 credit hours of coursework may be considered as qualifying work prior to admission to the Faculty of Education.

4. The minimum 90 credit hours of coursework taken in another faculty must satisfy the requirements of the "liberal arts" (or general studies) component and the "specialized subject matter" component, that is, the teachable major and minors peculiar to each stream.

5. The program of pedagogical studies should include a significant component of field-based experiences.

The details of the requirements set out in items 3 and 4 above are contained in Appendix B. The rationale for these five basic decisions and their implications are the subject of the following sections.

The Bachelor of Education Degree: Program Credit Hours

The program of studies leading to the Bachelor of Education degree should consist of 60 credit hours of coursework taken within the Faculty of Education. The 60 credit hours in the Faculty of Education is taken following the successful completion of a minimum 90 credit hours of specified coursework taken in another Faculty.

The decision to require the 60 credit hours of course work in Education was based on the belief that any less time was insufficient to meet the program goals and that any proposal to increase the length of the program beyond this was unrealistic in view of current and projected resources available to this Faculty. This proposal essentially maintains the credit hour structure of the existing program with the exception that students preparing to teach in the Senior High Schools will no longer have the option of completing just 48 credit hours of studies in Education but will be required to complete 60 credit hours in Education. This modest increase in required courses in Education for some students will result in some additional demand on resources.

The Bachelor of Education Degree: Three Program Streams

The program of studies offered in the Faculty of Education should be offered in three streams as follows:

Early Years	(Grades K - 4)
Middle Years	(Grades 5 - 8)
Senior Years	(Grades 9 - 12).

The focus of each of the three program streams may be summarized as follows:

1. Early Years (Grades K - 4). Students in this stream must acquire a broad knowledge base in child development including language development and emergent literacy. They must be aware of social interaction among young children and the critical role of play and activity in the learning of young children. Students must also have an understanding of the integrated nature of young children's learning

and how this factor influences the design and delivery of a program for young children. Students will be required to prepare to teach across all subject areas offered in the early years' grades.

2. Middle Years (Grades 5 - 8). Students in this stream must acquire a broad base of knowledge relating to early adolescent development with a particular focus on their psycho-sexual development, and the important social implications of peer relationships to children in this age range. Students must be aware of the important influence these factors have on the design and delivery of a program of studies for this age group and the implications for interpersonal relations. Students will be required to prepare to teach across a relatively broad range of curriculum areas with a limited degree of subject area specialization.

3. Senior Years (Grades 9 - 12). Students must acquire a broad knowledge of later adolescent development and an understanding of its relationship to the design and delivery of an appropriate program of studies for this age range. Students will be required to specialize in two subject areas (or one area for some specialists) in recognition of the need to have teachers at these grade levels well prepared in the subject matter they teach.

Justification of the Three Streams

TITEP recommends the adoption of the Early/Middle/Senior Years Streams for our teacher education program. The proposal to offer one B.Ed. program in three streams is justified on practical, developmental and academic grounds and is consistent with recommendation 12 of the Osborne Report (1989).

The practical aspects of the proposal are relatively straightforward inasmuch as Manitoba Education and Training has adopted the Early/Middle/Senior Years streams as a concept for curriculum organization. Although there are legitimate concerns that such a move will limit the students' breadth of preparation and so narrow job prospects, the proposal to ensure that all students are exposed to some preparation for teaching in the other two streams should answer those concerns. Attempting to prepare all teachers to teach all students at all grade levels ignores the serious problems inherent in such an attempt, namely, ensuring that the students are sufficiently knowledgeable about the characteristics of the students they are to teach and the curriculum they are to teach them. The difficulty of achieving a high quality of preparation of students under our present arrangements is already great and any plans to expand the breadth of preparation at a time when the demands on teachers in the schools continue to escalate at an alarming rate would only exacerbate the difficulties of designing a high quality program. However, there is, we believe, widespread support throughout the Faculty and in the educational community generally to improve the quality of the B.Ed. program, and because of the ongoing expansion of teacher responsibilities, we believe that the desired improvement in the quality of education can only be accomplished by a focus in our teacher education program on a narrower age range of the school population. The focus on a narrower age range of students should allow teacher educators to prepare students more effectively to acquire the knowledge, skills and attitudes necessary for them to achieve a high degree of proficiency to teach in the Early, Middle or Senior Years' streams. While this is true for each of the three streams it may be argued that it is a particularly valid argument for those preparing to teach in the Middle Years stream when pupils are passing through one of the most difficult periods in their development.

Probably the most persuasive argument for addition of the Middle Years stream is to be found in the literature on child development which identifies the decreasing age of early adolescence. The increasing maturity of children in grades five and six, together with the greater maturity of the grade nine children, suggests a need to re-adjust the schools' grade patterns to fit with this change in children's psychosexual development. The maturity factor is closely tied to the social and emotional development of these children and highlights the important role to be played by the school in fostering healthy personal and social development and in providing a learning environment which promotes self-esteem and self-actualization (Wiles & Bondi, 1981). Maturational data suggest that children aged 10 to 14 are similar in their stage of social and emotional development and share the unique social interests of the early adolescent years. In addition to the maturity and social factors the extensive analysis of the Harvard Growth Data (Cornell & Armstrong, 1955), suggests the existence of a growth plateau in early adolescence which supports the notion that children in grades seven and eight may have more in common, intellectually, with younger rather than older peers. These cognitive, social and maturational data strongly suggest that a re-adjustment of the Middle Years to include the 10 to 14 age groups in the Middle School is appropriate.

Additionally, the Middle Years Stream is proposed in response to numerous recommendations to TITEP at the Open Hearings that Middle Years teachers should be prepared in a broader range of subject areas and that there is a need to require a different kind of specialization for Middle Years teachers. These submissions identify the classic dilemma of the Middle Years: the need of the children for a close association with their teachers and the need for teachers to be well prepared in appropriate content areas to provide academic direction (Hargreaves, 1986). While supporting the general intent of these submissions, the members of TITEP recognize the danger of over-specialization at this grade and age level and caution that children in the middle years should not be required to meet an ever-changing array of teachers during the school day. On the contrary, they must only be exposed to two or three teachers each day who are responsible for almost all of the subject areas. It is this proviso which leads us to recommend an increase in the breadth of preparation of the Middle Years program to include a "Liberal Arts" component and a third teachable subject in that component of the program designed to provide specialized subject matter preparation. This particular recommendation should improve the ability of graduates from the teacher education program to meet the requirements of the Middle Years Schools for teachers with a broader range of teaching options. This recommendation, together with those related to pedagogical skills training and more relevant school-based experiences, should provide our graduates with the basis to be effective Middle Years teachers.

Further, this new specialization, then, would permit a sharpened pedagogical focus in an Early Years program (on K - 4, rather than "Elementary", 1 - 6) and in a Senior Years program (on 9 - 12, rather than on "Secondary", 7 - 12). TITEP believes that each stream is strengthened by the separation of the Middle Years specialization from each of the existing routes to the B.Ed. degree.

However, the advantages to be gained from a change in the school grade patterns are of no avail unless teachers are provided with the appropriate knowledge relating to the intellectual, social and emotional development of children, adolescent and adult learners, as this knowledge is an essential foundation for effective teaching of a particular age group. Thus, in supporting the concept of three streams, it is our conviction that students must focus their studies on one stream and be provided with a thorough grounding in the developmental literature appropriate to their respective stream.

The decision to offer the B.Ed. degree in three program streams was made in the belief that the three streams allow for a degree of specialization, that was not only appropriate, but necessary, if the program was to live up to our expectations that it would produce high quality graduates knowledgable in all the areas specified by Shulman but especially well prepared in knowledge about learner characteristics and about the school curriculum to be taught in their chosen stream. It was understood that to achieve a high level of knowledge in these areas it was necessary to design the program with a considerable degree of age and grade specialization.

Some have suggested to TITEP that our proposal of a three-stream organization for the B.Ed. degree jeopardizes the entitlement provision (Section 8) of the Manitoba Regulation 515/88, namely that, "A person who is issued a general certificate is entitled to teach any subject at any grade level from kindergarten to grade 12 inclusive". If that suggestion were correct, then the existing arrangements for the B.Ed. degree, an Elementary route and a Secondary route (each of which are also forms of specialization in a pedagogical program) would constitute such jeopardy. TITEP sees no good reason why a strategy of teacher preparation, including the specification of the previous academic work which makes the most appropriate contribution to a claim of expertise in teachable subjects at certain grade levels, needs to be an identity with the provisions which govern the issuance and continued viability of a licence to teach. Indeed, in the course of their careers, teachers might be required by employers to take up new teaching assignments. Alternatively, teachers on their own volition might, in light of changed career interests or opportunities, seek new teaching assignments. In either of these circumstances, it is likely, and generally acceptable, that teachers may be required to undergo a program of professional development or formal education (or a combination of both) in order to carry out the change in teaching duties with a level of competence and confidence acceptable to the teacher, employers and the profession. Clearly, this Faculty, and the teaching profession itself, makes systematic provision for these kinds of career changes. However, the possibility for such changes occurring over the course of a teacher's career is not a good enough reason for designing **initial** teacher education in a way which attempts to enable every teacher to teach every subject at every grade level. This would be an impossible task to do well and an irresponsible design choice because it would be widely at variance with current conceptions of reform in teacher education. In an important respect, the entitlement provision, as it is framed in Manitoba, both permits employers some flexibility in initial and subsequent teaching assignments and allows for volitional change by teachers. Such an arrangement permits reasonable change and adjustment without significant obstacles which could arise from a narrow credentialism in certification. In short, it is our considered judgment that the TITEP proposal does not jeopardize the entitlement provision in teacher certification in Manitoba, nor is that our intent.

A number of important implications arise from the proposal to organize the program in three streams:

1. Applicants to the Bachelor of Education program would need to apply to a particular stream at the time of admission. This in turn implies that applicants would need to be aware of the different "specialized subject matter" requirements for each of the three streams.

2. The Faculty would operate one B.Ed. program in three streams. The operation of the streams would most likely require co-ordinating committees operating in similar fashion to the current Elementary Team with all faculty participating as members of at least one team. The function of the teams would be to co-ordinate the program and foster among students the sense that they belonged to a group with a common interest which, in turn, would help to create a greater sense of affiliation with the Faculty of Education.

3. The preparation of teachers within three program streams would provide the opportunity to develop a philosophical stance in each stream and stream-specific course requirements not only in the "subject area specializations" but also in the pedagogical component of the program. These courses would have a major focus on the chosen stream but also would provide an overview of content relevant to the other two streams where this breadth of preparation is appropriate.

Bachelor of Education: Admission Requirements

To be eligible to apply for the Bachelor of Education program, an applicant normally must have met the following criteria:

1. An applicant must have completed the equivalent of a minimum of three years of coursework (90 credit hours) in specified courses taken in another faculty.[1] The 90 credit hours of coursework may be considered as three qualifying years prior to admission to the Faculty of Education.

2. An applicant must have completed 24 credit hours or equivalent, comprising the "liberal arts" component[2] with at least six credit hours in each of four subject area categories, namely, Humanities, Social Sciences, Natural Sciences and Mathematics.

3. An applicant must have completed 60 credit hours of approved coursework which meets the requirements for the "specialized subject matter studies" in one of the program streams.

These admission requirements have important implications for "pre-professional" studies and the specification, by the Faculty of Education, of subject matter specializations appropriate for teaching subjects of the school curriculum. The following implications are the most important:

1. Applicants must note carefully that the subject area specializations for each of the streams vary. The variation in requirements for this component is justified on the basis of the different subject areas taught in different grade levels and on the breadth of subject area specialization required of teachers working at different grade levels. Students wishing to enter a particular program stream would need to be cognizant of the requirements for admission to that stream when choosing their academic courses in other faculties to ensure those courses meet the requirements of the "specialized subject matter" component.

2. It is important to note that the proposals with respect to courses which can be used to meet the "liberal arts" and "subject area specialization" requirements have been written in such a way as to attempt to overcome some of the problems inherent in the present program regulations especially those relating to the After Degree program. One of these problems is that over the years the Faculty has been very specific in identifying the courses in the subject area required for admission to that subject area specialization. Although the specification of particular courses was intended to ensure that students admitted to the program were well prepared academically, the effect of these highly specific course requirements may have been to deny eligibility for admission to otherwise well-qualified applicants. The present admission recommendations seek to reach a compromise between a too highly specified set of course requirements, and the problems that strategy creates, and no requirements at all. The compromise has been achieved by specifying the number of credit hours required and by specifying the discipline or subject area from which such credit hours may be taken. TITEP strongly recommends that the Faculty deliberately avoid the use of course titles or course numbers in specifying admission requirements. TITEP understands that some may favour more specific pre-requisites for subject area specializations than those contained in this Report. However, if more specific pre-requisites are proposed, TITEP urges that such requirements be stated in general terms only (for example:

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[1] The requirement for applicants to have completed 90 credit hours in another faculty applies to all applicants except those admitted to the B.Ed. program at the Winnipeg Education Centre, which has its own specific admission criteria, and applicants to the areas of Business Education, Design Technology and Vocational Education. For each of these groups the admission requirements become graduation requirements.

[2] The requirement that an applicant must have met the requirement of 6 credit hours from the Humanities, Social Sciences, Natural Sciences, Mathematics areas may be modified for applicants with Home Economics or Music major teachables, and to applicants to the teachable areas of Business Education, Design Technology and Vocational Education. In each of these cases an applicant may substitute a course from their major area of study in place of the Social Sciences course requirement.

"a course in subject area X and/or a course in discipline Y" , or, "at least 6 credit hours must be at the 200 or 300 level") to accommodate slightly different pre-professional study patterns which are of comparable efficacy as preparation for teaching school subjects.

3. Finally, the proposed admission regulations contained in this Report have endeavoured to include, as acceptable, courses from many other Departments of the University than are represented in the existing B.Ed. program. Although this broadening of acceptable courses applies to several areas, it is most evident in the courses proposed as acceptable for the teaching of Social Studies where it is recommended that courses from the Departments of Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religion and Sociology may be accepted as appropriate preparation for teachers of that subject in schools.

The specific admission requirements and procedures have not been fully developed for this Report but a reasonably precise outline of admission requirements, program regulations and admissions procedures can be found in Appendix B and C.

Subject Area Specialization in Pre-Professional Studies and Teaching Majors/Minors

The proposal specifies that students applying for admission to one of the three streams of the program (Early, Middle or Senior Years) must meet the subject area specializations for that particular stream. In addition, there is more than one pattern of major and minor teachables in each stream to ensure that applicants from other faculties have patterns that are comparable with the degree requirements of those faculties. In summary form, the credit hour requirements for teachable majors and minors are as follows:

STREAM	TEACHING MAJOR	TEACHING MINOR # 1	TEACHING MINOR # 2
EARLY			
Option 1:	30	18	12
Option 2:	36	12	12
MIDDLE			
Option 1:	30	18	12
Option 2:	36	12	12
SENIOR			
Option 1:	36	24	0
Option 2:	30	30	0
Option 3:	30	18	12

As noted previously, the subject area specializations required for admission purposes have been structured in such a way as to correspond to the subjects taught in the schools at the grade levels represented in the three streams. Thus a student meeting the subject area specialization requirements for admission will automatically meet the requirements for the teachable majors and minors for that particular stream. The only exceptions to this occur in the teachable area of Social Studies in the Middle Years and the Early Years Streams, and in the Early and Middle Years Stream where applicants may satisfy admission requirements by completing a specialization in "Child Studies". The details of the courses for the subject area specializations taken in other faculties which are also acceptable as teachable majors and minors are set out in Appendix B.

The Program of Pedagogical Studies

In designing the courses to be offered TITEP has endeavoured to remain faithful to the categories of knowledge identified by Shulman (1987) as comprising the necessary basis for an initial teacher education program. A problem faced by the Task Force with respect to the knowledge categories was that of the weighting to be allocated to each and in what sequence they should be delivered. The solution to these problems was essentially a compromise between what was most desirable, and what resources were available and what time scale was reasonable for a program. The decision was further complicated by the fact that it was not always possible to assign a knowledge category neatly to one course only. Some categories do not lend themselves to single courses but rather are so pervasive as to be an element of many or perhaps all courses. Despite the difficulty of assigning one category of knowledge to a single course, the following discussion is intended to identify those courses which give primary emphasis to, or include significant content from, a specific knowledge category identified by Shulman.

Suggested Course Offerings and the "Categories of Teacher Knowledge"

1. Pedagogical Content Knowledge. Pedagogical content knowledge should be the primary focus of all curriculum and instruction courses. The ability of the teacher to transform knowledge so that it is accessible to students is the distinguishing feature of the effective teacher. It is expected that all "Curriculum & Instruction" courses proposed in the program will be the major source of information related to this type of knowledge with some support from such courses as "Differentiated Instruction" and "The Teacher and Technology".

2. General Pedagogical Knowledge. There are general principles of pedagogy and classroom management that transcend subject matter and should constitute part of the knowledge base of all teachers. The delivery of this content will be the focus of the course "Principles and Models of Teaching" supplemented by content from such a course as "The Teacher and Technology". It is proposed that this course be offered in the first year of the program.

3. Curriculum Knowledge. It is essential that teachers should be thoroughly conversant with the content of the subject matter they are teaching. Such knowledge is to be derived in part from the courses taken in other faculties in the various teachable areas, and partly by the curriculum guidelines published by Manitoba Education and Training. These sources should provide the critical content in curriculum knowledge which will be the focus of the "Curriculum & Instruction" courses.

4. Knowledge of Learners and Their Characteristics. Knowledge of learners and their characteristics is essential if teachers are to be competent to transform content knowledge into a form that is accessible to children at various age levels and to provide teachers with the basis for establishing sound classroom management strategies. The delivery of this content will be the major focus of the course "Psychological Foundations of Education" with support from the courses "Issues in Classroom Diversity" and "Differentiated Instruction".

5. Knowledge of Educational Contexts. The environmental contexts within which education takes place have an important influence on the conduct of schooling and the role of the teacher. An understanding of the influences of these contexts on teaching provides essential background for the

teaching enterprise. This content will be the major focus of the course "The Teacher and the School System" and to some extent the course " Issues in Classroom Diversity".

6. Knowledge of Educational Ends, Purposes and Values. The foundations of schooling and the school curriculum have a historical, philosophical and sociological basis that is essential background knowledge for the teaching enterprise. This content will be the major focus of the course "Foundational Perspectives on Educational Ideas and Practices".

Sequencing of Courses

In designing the sequence of course offerings, TITEP accepted the proposition that the acquisition of pedagogical knowledge and the practical competence associated with that knowledge is developmental and that student teachers pass through several stages before being capable of performing like "experienced teachers" (Fuller, 1969). This position has been supported by Fullan (1982) who has identified the following stages in the process of developing teaching competence:

1. The student will commence teaching with a focus on issues surrounding the SELF – that is, the student is concerned with survival and pre-occupied with feeling adequate and able to manage and keep control.

2. The interests of the student will later move to focus on issues related to the TASK – that is, teaching approaches, styles, materials.

3. The interests of the student will later begin to focus on LEARNERS – that is, how the students are learning and progressing.

The sequencing of courses in the present proposal has attempted to reflect the notion of a developmental sequence in the growth of teaching competence among students in an initial teacher education program. For this reason, courses which focus on the more technical or craft approaches to teaching have been placed early in the program and courses requiring the application of curriculum or instruction knowledge have been placed later in the program. One course placed later in the program is the course "Foundational Perspectives on Educational Ideas and Practices". It is anticipated that the important content of this course will be best delivered later in the program after students have had exposure to the school and the schooling process. At this stage in the program, it is expected they may be more receptive to an examination of fundamental educational issues which should be addressed in this course.

Although TITEP has attempted to sequence courses to reflect the proposition of a developmental sequence in the focus of student concerns, we do not claim that every course or component of a course adheres to this principle. The practical constraints of developing a balanced program over the four terms operate against a full adherence to the principle, but we believe the principle to be valid and that its application to most courses in the program is useful and justified.

Selected Features of the Proposed Program and Course Offerings

There are a number of features of the proposed program and course offerings which contrast sharply with the program design and course offerings of the present program. The intent of the following section is to highlight the major differences in the program design so as to place in sharp focus the implications of the proposed program.

1. Expansion of "Core" Content. The required component of the program has been expanded to accommodate the content identified as necessary for an effective program. The major features of this expansion include:

(i) an expansion of time devoted to learning, development, and evaluation;

(ii) the inclusion of two courses "Differentiated Instruction" and "Issues in Classroom Diversity" which will have a major focus on children with special learning problems and needs;

(iii) the inclusion of a course with content on teaching strategies and content with a specific focus on the dynamics of the classroom which is intended to encompass issues of classroom management;

(iv) the introduction of a course on the applications of technology in the classroom;

(v) the inclusion of curriculum courses in the first year of the program, and an expansion of time devoted to curriculum studies.

In addition, the major course in Educational Foundations (Foundational Perspectives on Educational Ideas and Practices) has been located in the final year rather than in first year as was the case for the Educational Foundations course in the present program.

2. Reduction of Elective Courses. To accommodate the required elements of the program it has been necessary to limit the elective component of the program; however, an elective component has been retained, for most students, in each of the three streams. It must be noted, however, that many required C & I courses in the proposed program include content that was formerly offered only through electives. In other words, much that was formerly elective is now required. For example, 63.310 Reading in the Elementary School, 81.399 Principles of Classroom Instruction, 116.303 Cross-Cultural Education, 43.301 Measurement and Evaluation, 43.305 Children With Learning and Behavioural Problems, 43.306 Computer Applications in Education, will no longer be listed as electives, but the essential content of those courses will be included for all students in the required courses.

3. Narrower Focus in Curriculum Courses. The curriculum courses are to be offered in stream-specific sections and thus provide for a greater focus on a narrower range of grades which, in turn, should allow for greater concentration on the relevant content. However, in courses where it is practicable and appropriate, it is expected that the content of the course will be related to content to be presented to younger and/or older children so that students can appreciate the progression of knowledge requirements through all the school grades.

In addition to the narrowing of focus, there has been an expansion of time devoted to curriculum studies for three reasons: (i) to respond to the criticism that insufficient time has previously been allotted to this area, (ii) to compensate in some areas for the change in status of some elective content to required content, and (iii) to give more sustained attention to the notion of pedagogical content knowledge.

Some curriculum content is to be delivered earlier in the program. The request to deliver some curriculum content earlier in the program was heard frequently at the public hearings and helped persuade TITEP to place some curriculum content at the very beginning of the program. The decision was taken partly in response to these requests but partly because we believed it was a strategy which would assist in making the school-based experiences more effective and realistic. For example, Early

Years and Middle Years Stream students, by being exposed to Language Arts and Mathematics curricula, or Senior Years Stream students to their major/minor teachables in their first year, will be in a better position to engage in teaching activities (albeit to small groups) from the very beginning of their field-based experiences.

4. Enhanced Preparation for Diversity Within the Classroom. A recent publication of Manitoba Education and Training entitled "Special Education in Manitoba" (1989) affirmed the policy that:

> For students with special learning needs -- education programming will be provided in the most enabling learning environment available or possible under the circumstances. In the majority of cases, integration in the regular classroom, with the provision of special supports, affords such a setting. (p. 2)

There is a need to ensure that the program of studies designed for our students prepares them for the diversity of the classrooms of this Province particularly as a consequence of the mainstreaming of special needs learners and the cultural diversity of the school population. However, the suggestion that the presence of special needs learners and students from culturally diverse backgrounds in the regular classroom should be dealt with in the program by the inclusion of separate courses in Special Education and Multi-Cultural Education has been rejected as an inadequate and simplistic solution to a complex problem. TITEP recognizes that, since these students are present in the regular classroom, they will have to be **taught by the regular classroom teacher** (albeit with supports). TITEP, therefore, proposes that our program must reflect this recognition by ensuring that **ALL** faculty accept the responsibility of preparing our students for the realities of the regular classroom in **EVERY** course. It is acknowledged that some courses lend themselves more to this strategy than others and for this reason certain of the course descriptions make reference to special needs learners while others are not so specific. For example, the course "Psychological Foundations of Education" should include a section on atypical or delayed development, and the course "Differentiated Instruction" should include a section on teaching strategies for special needs learners. Similarly, **ALL** curriculum courses should include content relating to modifications of the curriculum for special needs learners and the course "Foundational Perspectives on Educational Ideas and Practices" should include content on the education of learners from culturally diverse backgrounds. Therefore, although some courses are designed specifically to deal with aspects of classroom diversity, it is the program as a whole which is responsible for preparing teachers for the education of all learners in the regular classroom.

For this reason the program proposal does not attempt to identify specific courses for each and every special interest group. **It is our contention that the complex problems presented by diversity in the classroom cannot be addressed adequately in single issue courses but rather must be dealt with as a contextual issue in all courses.**

5. Enhanced Focus on Teaching Experiences. TITEP believes that the present proposal continues to affirm the importance of practical experiences and that the teaching-related activities proposed will be a vital feature of the program. The proposals recommend the replacement of the "Seminar and School Experience" courses of the current program with field-based experiences involving more direct teaching responsibilities. The basis for the replacement of "Seminar and School Experience" courses is that such courses are no longer appropriate, or even necessary, given such factors as the increased maturity and better academic preparation of students compared to current entrants from High School, and the inclusion in the Year 1 program of courses such as "Principles and Models of Teaching" and the Curriculum and Instruction course, which were specifically designed and located to prepare students to undertake some teaching responsibilities from the beginning of their school placement.

A major feature of the proposal is to include Microteaching as a laboratory in the course "Principles and Models of Teaching" and locate this course early in the first year of the program. Students will also engage in two three-week practica in the schools as part of their first-year curriculum course. These practica experiences, together with the microteaching laboratory, will expose students to basic theoretical knowledge and practical experiences of teaching, which should provide them with a greater sense of involvement in teacher education from the very beginning of their program.

In summary, the proposal recommends that students commence their practical experiences with Microteaching, followed by experiences in schools, teaching small groups of children during the first year, followed by extended school-based practica in each term of the second year. A more extensive description and justification of the proposal for the practical elements of the proposal is provided in the section of this Report, entitled "Practical and Field-Based Experiences".

6. Preparation of Specialist Teachers for Early and Middle Years. TITEP experienced some difficulty with the term "specialist" largely because the term is applied in Manitoba in several different contexts. In one context, it refers to teachers holding "Specialist Certificates" in educational administration and special education and in another context the term is commonly used to refer to subject area teachers in the High Schools. In a third context, there are teachers, particularly in the Elementary Schools, who teach full, or nearly full-time in one subject areas such as Music or Physical Education and who are commonly referred to as "specialists". The issue is further complicated by the fact that the designation of "specialist" varies across School Divisions, across grades and across subject areas. TITEP decided that for the purposes of this Report, the term "specialist" would be confined to those whose teaching responsibilities in the Early or Middle Years is confined almost entirely to one subject area. For students seeking to complete the "generalist" preparation in the Early Years or Middle Years Streams but who also wished to "specialize" in certain subject areas, there would be a "specialist" option available. The areas in which the preparation of "specialist" teachers will be available in each stream for this option are as follows:

• ABORIGINAL, HERITAGE AND WORLD LANGUAGES	Early and Middle Years
• ART:	Early and Middle Years
• DESIGN TECHNOLOGY:	Middle Years
• HOME ECONOMICS:	Middle Years
• FRENCH:	Early and Middle Years
• MUSIC:	Early and Middle Years
• PHYSICAL EDUCATION:	Early and Middle Years

Students wishing to pursue the "specialist" option in the Early or Middle Years would need to take note of the following:

- The program cannot accommodate students wishing to take "double" majors in the one subject area, as is currently allowed in the subject areas of Home Economics and Music. (Students wishing to take "double" majors in these two areas could still do so by registering in the Senior Years Stream.)

- To be eligible for admission, students normally would be required to have completed a degree with a major concentration (30 credit hours minimum) in the subject area of specialization.

- Students wishing to prepare as specialist teachers in any of the specified areas would be required to register in the Early or Middle Years program, with the following program modifications:
    - ○ Students wishing to prepare as specialist teachers in any specialist area (with the exception of French and the Aboriginal, Heritage or World Languages), would not register for the elective in the Early or Middle Years in Year 1, but would instead register in the Senior Years C & I course in their designated specialty.
    - ○ Students specializing in French or Aboriginal, Heritage or World Languages would register in the Year 1 elective. An elective in French and Aboriginal, Heritage and World Languages would be offered on a regular basis.
    - ○ In Year 2, all students would be required to register in the Senior Years C & I course in their designated specialty, but would be obliged to take this course in addition to the remainder of the program. The consequence of registering in the Senior Years C & I course would be that the students in the "specialist" program stream would take an additional three credit hours in their program.

The virtue of these arrangements for the preparation of "specialist" teachers for the Early and Middle Years is that it permits for the continued preparation of specialists in specified subject areas, but ensures that those students also receive the comprehensive program of pedagogical studies received by all other students in the Early and Middle Years Streams. We further recommend that, where Early and Middle Years students are required to register in the Senior Years C & I course, adjustments be made to assignments in those courses to enable those students to focus on early or middle school issues.

Practical and Field-Based Experiences

Microteaching

The term "microteaching" first appeared in 1963 as a result of attempts of teacher educators at Stanford University to develop a teaching situation that scaled down the teaching act into specific skills. The kinds of skills used in the process were such skills as questioning, reinforcement, using examples and similar skills. Critics complain that this reductionist approach to the teaching act is too artificial and not representative of teaching or of its complexity. However, it is the very complexity of the teaching process that serves as the justification of micro-teaching, because it reduces the complexities of the situation and allows the novice teacher to focus on specific skills which comprise the teaching act. In a low threat environment, the novice can focus on the development of a specific skill in a way which would not be possible in a regular classroom.

Another advantage of the technique is that, through video-tape replays, the novice teacher is provided with feedback on his/her performance in a teaching situation--an experience that students report does much to sensitize them to their own strengths and weaknesses in the role. The opportunity provided by microteaching for the novice teacher to repeat presentations which are less than satisfactory is a major strength of this technique. The evaluations by students of the microteaching course in the present program rate the course very highly and the supporting comments frequently identify it as the best course in the program.

The program proposal in this Report continues to include microteaching as a component of the teacher education program, but suggests modifications which have the effect of enhancing its role in the preparation of novice teachers by locating the experience at the very beginning of the program. The justification for these changes is our conviction that microteaching is an invaluable experience for novice teachers but that it can be most valuable if located early in a sequence of practical experiences. Located at the beginning of their teacher education program, it serves as an introduction to teaching, enables students to focus on the development of specific skills and provides the opportunity for the student to build confidence in his/her ability to function effectively in a regular classroom. The proposal is that microteaching should become a laboratory experience in a course entitled "Principles and Models of Teaching" which will be a required course offered in the first term of the program.

It is important to emphasize that microteaching is but one of the practical experiences to which novice teachers are to be exposed throughout this program, but that it is the first of these experiences. As a first experience, it is to serve as an important aspect of teaching but is not to be confused as teaching. The proposal to incorporate microteaching as part of a course on an introduction to general teaching skills is to ensure that through film, video and live demonstrations, the students are exposed to examples of teaching, with its full range of demands and decision making, and a variety of instructional models from which they can begin the process of developing their own unique teaching style. The course will also introduce the technique of self-evaluation for use in the microteaching laboratory as a means of developing in students the understanding of, and disposition for, reflective practice.

Field-Based Experiences: Year 1

Traditionally, the initial practicum has been used by faculties of education as a screening device to enable students to gain exposure to classrooms and decide if they wished to continue in that profession. The Handbook for the Initial Practicum at the University of Manitoba (Seminar and School Experience I) states that the course is designed to provide students with an introduction to the classroom and experience in simple teaching tasks.

In the USA, many advocates of teacher education reform have advocated an increase in the clinical component of the program, particularly in early field experiences. The rationale for the increased attention to clinical experiences in the USA appears to stem from a growing conviction that, since schools are where teaching and learning takes place, this should be the arena in which novice teachers are likely to learn about the teaching-learning process. The logic seems straightforward enough, but Everston's (1990) comments contain an important caution:

> The contribution of field experiences to a pre-service teacher's learning how to teach must be gauged by the quality of those experiences themselves. Dewey (1938) made the distinction between educative and miseducative experiences. He argued that the belief that all genuine education comes about through experience does not mean that all experiences are genuinely educative. Any experience is miseducative that has the effect of arresting or distorting the growth from further experiences. The central question becomes whether field experiences lead pre-service teachers to become students of education, open to reflecting about their experiences, able to be active constructors of effective learning environments, and able to solve the complex problems of daily classroom life. (p. 95)

Three common problems that arise from trusting first-hand experience in learning to teach have been identified by Feiman-Nemser and Buchmann (1985). The first is that of familiarity with classroom life from the years spent as a pupil. This perspective becomes the framework from which the classroom is judged, but this limited perspective runs the risk of neglecting essential aspects of the classroom from the teacher's perspective. The second pitfall is that the student is ill-equipped to observe the classroom and, because the student is present so infrequently, he/she remains unfamiliar with the names of the pupils, the teacher's routines, the curriculum being used or the culture of the school. The third pitfall is that the classroom is not designed as a laboratory to teach pre-service students how to teach and that co-operating teachers may tend to reinforce those behaviours which reinforce the status quo.

One common criticism of initial practica is that they inevitably promote an apprenticeship model of teacher education. A more appropriate model is one based on a cycle of theory presentation and modelling, reflection, controlled practice, reflection, further theory and so on (Lang & Hromyk, 1989). The approach requires the theory and the practica to be linked, with the presentation of teaching principles moving from the simple to the complex throughout the program.

In the proposed program, a major goal of the field-based experiences in Year 1 is to provide the opportunity for teaching in the classroom under relatively controlled conditions, such as limited subject areas and limited size of groups to be taught. The experience will also introduce the student to the importance of collaborative skills, and to the role of the student as a junior member of a team within the school involved in sustained renewal. Finally, the experiences may continue to serve as an effective screening device, by exposing students, early in their program, to the realities of classroom teaching.

Field-Based Experiences: Year 2

The student teaching course in the present program, for most students, consists of attending an allocated school for the first week of the school year, for one day a week during the Faculty-based phase of the program and for a five-week block in the schools at the end of both terms. Evaluations of pre-service students and of past students has confirmed findings from other locations that this course is rated the most valuable course in the teacher education program. The support for the value of such courses has led to recommendations that the length of in-school placement should be extended. These recommendations are based on the proposition that since the schools are where education is occurring, that is, where students will learn how to teach and more of the program should be school-based. Such a proposition is a rather simplistic view of a very complex set of behaviours which comprise the teaching act and while in-class experiences are invaluable, the mere extension of these experiences may not be the most cost-effective way of improving the quality of teacher education. Indeed, research provides little evidence that a supervised practical experience itself is a very effective way to educate pre-service teachers and the effect may well be to induce a decline in attitude and teaching behaviour (Griffen, 1986; Hawley, 1989; Malone, 1985; Peck & Tucker, 1973). These data do not imply that the student teaching course is not of value or that it cannot be made more valuable. However, the pre-requisites to improvement in the quality of the school-based experiences may be the design of the teacher education program itself and to the supervision model used in the student teaching courses.

Whatever supervision model for student teaching is employed, it is important that the model continue to provide students with the opportunity to receive a quality student teaching experience. The ideal student teaching experience should provide a laboratory for the blending of theory and practice, where the novice teacher can not only practice technical skills, but can also become a true student of teaching by adopting the role of the reflective practitioner. Research on student teaching suggests that most teacher education programs fall short of the ideal and that the field experiences still reflect an apprenticeship model (Goodman, 1985; Zeichner & Liston, 1987). The research on student-teacher conferences which follow student teaching sessions suggests that the discussions focus principally on technical skills and rarely involve requiring the student to engage on reflection. The deliberations of TITEP have convinced us that one of the weaknesses of the existing program was the failure to provide students with sufficient technical skills and this view was supported by student presentations and by several presentations from schools and groups of teachers. The members of TITEP are, however, acutely aware that the development of technical skills is a necessary, but not sufficient, step in preparation and that, to accomplish the goal of developing inquiring and reflective teachers, it is necessary to pursue the development of the novice teacher beyond that of technique. Paradoxically, however, we would argue that it is necessary to build technical competence, and build it early, so that the novice teacher can gradually build confidence in his/her ability to manage a classroom, for only then can they begin to direct attention to inquiry and reflection of their own teaching behaviour.

On the basis of this research, we have attempted to design the practical experiences with a view to ensuring that the technical aspects of teaching are presented in Term 1 and further expanded in Term 2, so that by the time students come to Year 2, they have some technical competence and are prepared to engage in a more reflective approach to teaching. To achieve this objective, TITEP recommends that the Year 2 practical experience should be designed as follows:

1. A one-week placement in a stream-appropriate "Partner School" for the first week in the school year.

2. Continuation of the placement at the same school for one day a week for the duration of the Faculty-based program.

3. Completion of a four-week full-time placement in the same school in Term 1 and a five-week full-time placement in the same school in Term 2.

All placements would be in the one school (or unit or Department) except where students in the Middle Years stream may need to be placed in two schools to gain experience in Grades 5 or 6 and Grades 7 or 8. If two schools were necessary, the choice of a Junior High School and one of its surrounding Elementary schools may be most appropriate.

The Program Templates and Academic Schedule

The program templates and academic schedule which follow represent, in summary form, our decisions regarding the design of the program of pedagogical studies. The templates exemplify the thinking of TITEP regarding the content, sequence and weighting of the proposed program elements and were not intended to prescribe the way in which the program elements might be delivered. We prepared the templates and schedule to indicate that the program proposal is workable, and we offer the course descriptions (Appendix D) to indicate, in broad terms, the content of each of the courses.

The programs for the Early, Middle and Senior Years Streams are presented in Figures 1, 2, and 3, respectively. In each figure, the bracketed number following the course title indicates the recommended credit hours. Normally, a three credit course would consist of 40 hours of contact time. Each of the two years of the program consists of 30 credit hours for a total program of 60 credit hours. Figure 4 represents the schedule of lectures, field-based experiences and examination periods for the proposed program.

Summary of the Major Advantages of the Proposed Program

The decision to adopt the proposed program was made only after considerable debate on the merits of a number of alternative strategies and a detailed analysis of the present program. In the present four-year program, students normally take 30 credit hours of Education over the first three years, during which time they also complete their required 60 credit hours of non-Education courses. During "year one" of

<table>
<tr><th colspan="7">Courses</th></tr>
<tr><td rowspan="2">YEAR 1</td><td>TERM 1</td><td rowspan="2">PRINCIPLES AND MODELS OF TEACHING (6)
- Teaching Strategies and Techniques
- Dynamics of the Early Years Classroom
- Microteaching Laboratory</td><td rowspan="2">PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (6)
- Learning Theory
- The Characteristics of Early Years Learners
- Concepts and Techniques of Educational Evaluation</td><td>THE TEACHER AND THE SCHOOL SYSTEM (3)</td><td>THE TEACHER AND TECHNOLOGY (3)</td><td rowspan="2">CURRICULUM AND INSTRUCTION IN THE EARLY YEARS (6)
- The School Curriculum: An Overview
- The Early Years Curriculum
- Language Arts in the Early Years
- Mathematics in the Early Years
- Field-Based Laboratory (3 weeks each term)</td></tr>
<tr><td>TERM 2</td><td>ISSUES IN CLASSROOM DIVERSITY (3)
- Cross-Cultural Perspectives
- Limited English Proficiency
- Special Education</td><td>EDUCATION ELECTIVE (3)
including:
- French*
- Heritage, Aboriginal or World Languages*</td></tr>
<tr><td rowspan="2">YEAR 2</td><td>TERM 1</td><td>PRACTICUM I (3)</td><td colspan="4">CURRICULUM AND INSTRUCTION IN THE EARLY YEARS</td></tr>
<tr><td>TERM 2</td><td>PRACTICUM II (3)</td><td>FOUNDATIONAL PERSPECTIVES ON EDUCATIONAL IDEAS AND PRACTICES (3)</td><td colspan="3">Language Arts (4)
Mathematics (4)
Art (2)
Social Studies (2)
Science (2)
Drama (2)
Music (2)
Movement (Physical) Education and Health (3)</td></tr>
</table>

*Available to those with appropriate academic background and who pass a language competency test.

Figure 1

Early Years Program

<table>
<tr><th colspan="10">Courses</th></tr>
<tr><td rowspan="2">YEAR 1</td><td>TERM 1</td><td rowspan="2">PRINCIPLES AND MODELS OF TEACHING (6)
- Teaching Strategies and Techniques
- Dynamics of the Middle Years Classroom
- Microteaching Laboratory</td><td rowspan="2">PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (6)
- Learning Theory
- The Characteristics of Middle Years Learners
- Concepts and Techniques of Educational Evaluation</td><td colspan="2">THE TEACHER AND THE SCHOOL SYSTEM (3)</td><td colspan="2">THE TEACHER AND TECHNOLOGY (3)</td><td colspan="2" rowspan="2">CURRICULUM AND INSTRUCTION IN THE MIDDLE YEARS (6)
- The School Curriculum: An Overview
- The Middle Years Curriculum
- Language Arts in Middle Years
- Mathematics in Middle Years
- Field-based Laboratory (3 weeks each term)</td></tr>
<tr><td>TERM 2</td><td colspan="2">ISSUES IN CLASSROOM DIVERSITY (3)
- Cross-Cultural Perspectives
- Limited English Proficiency
- Special Education</td><td colspan="2">EDUCATION ELECTIVE (3)
including
- French*
-Heritage, Aboriginal or World Languages*</td></tr>
<tr><td rowspan="3">YEAR 2</td><td rowspan="2">TERM 1</td><td rowspan="2">PRACTICUM I (3)</td><td rowspan="2">DIFFERENTIATED INSTRUCTION (3)</td><td colspan="6">CURRICULUM AND INSTRUCTION IN THE MIDDLE YEARS</td></tr>
<tr><td>Health or Drama (1½)**</td><td rowspan="2">Art (3)</td><td rowspan="2">Science (3)</td><td rowspan="2">Mathematics (3)</td><td rowspan="2">Social Studies (3)</td><td rowspan="2">Language Arts (3)</td></tr>
<tr><td>TERM 2</td><td>PRACTICUM II (3)</td><td>FOUNDATIONAL PERSPECTIVES ON EDUCATIONAL IDEAS AND PRACTICES (3)</td><td>Drama or Health (1½)**</td></tr>
</table>

*Available to those with an appropriate background and who pass a language competency test.

**Students must complete both Health and Drama by selecting one subject in Term 1 and the other in Term 2.

Figure 2

Middle Years Program

<table>
<tr><th colspan="9">Courses</th></tr>
<tr><td rowspan="2">YEAR 1</td><td>TERM 1</td><td rowspan="2">PRINCIPLES AND MODELS OF TEACHING (6)
- Teaching Strategies and Techniques
- Dynamics of the Senior Years Classroom
- Microteaching Laboratory</td><td rowspan="2">PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (6)
- Learning Theory
- The Characteristics of Senior Years Learners
- Concepts and Techniques of Educational Evaluation</td><td>THE TEACHER AND THE SCHOOL SYSTEM (3)</td><td colspan="2">THE TEACHER AND TECHNOLOGY (3)</td><td colspan="2" rowspan="2">CURRICULUM AND INSTRUCTION IN THE SENIOR YEARS
Major (3)
Minor (3)
Field-Based Laboratory (3 weeks in each term)</td></tr>
<tr><td>TERM 2</td><td>ISSUES IN CLASSROOM DIVERSITY (3)
- Cross-Cultural Perspectives
- Limited English Proficiency
- Special Education</td><td colspan="2">SENIOR YEARS CORE CURRICULUM (3)
- The School Curriculum: An Overview
- The Senior Years Curriculum</td></tr>
<tr><td rowspan="2">YEAR 2</td><td>TERM 1</td><td>PRACTICUM I (3)</td><td>DIFFERENTIATED INSTRUCTION (3)</td><td>LANGUAGE FOR LEARNING ACROSS THE CURRICULUM (3)</td><td rowspan="2">SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION
or
ELECTIVE (3)
(Taken in either term)</td><td rowspan="2">EDUCATION ELECTIVE (3)
(Taken in either term)</td><td colspan="2">CURRICULUM AND INSTRUCTION IN THE SENIOR YEARS</td></tr>
<tr><td>TERM 2</td><td>PRACTICUM II (3)</td><td>FOUNDATIONAL PERSPECTIVES ON EDUCATIONAL IDEAS AND PRACTICES (3)</td><td>CURRICULUM DEVELOPMENT, OR RESEARCH PROJECT (3)
or
ELECTIVE (3)</td><td>Major (3)</td><td>Minor (3)</td></tr>
</table>

Figure 3

Senior Years Program

TERM 1			TERM 2		
Week Number	Year 1	Year 2	Week Number	Year 1	Year 2
1	Classes	St. Teaching	1	Classes	Classes
2	Classes	Classes	2	Classes	Classes
3	Classes	Classes	3	Classes	Classes
4	Classes	Classes	4	Classes	Classes
5	Classes	Classes	5	Classes	Classes
6	Field Exp.	Classes	6	Field Exp.	Classes
7	Field Exp.	Classes	7	Field Exp.	Classes
8	Field Exp.	Classes	8	Field Exp.	Classes
9	Classes	Classes	9	Classes	Classes
10	Classes	Classes	10	Classes	Exams
11	Classes	Exams	11	Classes	St. Teaching
12	Classes	St. Teaching	12	Break	Break
13	Classes	St. Teaching	13	Classes	St. Teaching
14	Exams	St. Teaching	14	Classes	St. Teaching
15	Exams	St. Teaching	15	Exams	St. Teaching
16	Break	Break	16	Exams	St. Teaching

NOTE: 1. Classes will continue through the University February Break. The Faculty of Education will observe the March Break period as established for the school divisions.

Figure 4

Proposed Academic Schedule

the program, students normally take only six credit hours of Education, comprised of "Social Foundations of Education" and "Seminar and School Experience I". Courses in curriculum studies are not delivered during the first three years of the program and many students have limited knowledge of the curriculum course guides before they enter the fourth year of the program. As a consequence of such factors, a major criticism of this program is that students rarely feel as though they belong to the Faculty of Education or that they are being prepared adequately to enter the teaching profession. During the first three years of this program, there is little formal instruction in the school curricula and little systematic preparation for the practical aspects of teaching. When students are given the opportunity to engage in activities during the school-based component of the "Seminar and School Experience" courses, these practical activities are engaged in without the benefit of a systematic review of the school curricula or of principles and models of teaching. Under these circumstances students report vastly differentexperiences and levels of satisfaction with the "Seminar and School Experience " courses and vastly different opinions about the value of the first three years of preparation for the teaching profession. The problem is further exacerbated, according to reports of many Certification Year students, by an excessive work load in the Curriculum and Instruction courses because all of this content is delivered in the Certification Year. Since the four year program requires students to complete 60 credit hours of non-Education courses over the first three years of their program in the Faculty of Education, it is little wonder that many Education students have reported they do not feel an affiliation with the Faculty of Education.

Program Coherence

A major concern of TITEP, identified early in our deliberations, was to design a program which addressed many of the concerns identified above and provided for greater coherence among the various program elements. Under our proposal students will enter the Faculty of Education after three years of pre-professional preparation in the content areas, and will be in a position to immediately commence studies in education, involving both theoretical and practical content. Students entering the program will not only be exposed to literature related to education but will be provided with the opportunity to engage in practical activities related to teaching and, through their school-based experiences, to enter the schools as teaching assistants where they can associate with classroom teachers on a professional basis.

In proposing the present program, it is our conviction that by having students enter a two year program and concentrating all their education studies in those two years, the Faculty will provide a program with much greater coherence, which in turn should result in much greater levels of satisfaction for students and faculty members. A further advantage of the proposal is that students entering the Faculty will associate with their cohort groups on a regular basis and will have the opportunity to share experiences and develop a sense of affiliation as students preparing to enter the teaching profession.

More Equitable Admissions Procedures

With some exceptions (for special programs) applicants to the Bachelor of Education program will have completed a minimum of 90 credit hours of University coursework relevant to teaching. Because of this common background the process of admission will be uniform, and, therefore, more equitable for all applicants. It should be noted that the current proposal stands in marked contrast to current admission procedures which admit applicants directly from High School, after the completion of a degree, by transfer from another faculty, under the Mature Student status including the recent pilot project in Weekend College, through the Integrated programs offered in conjunction with the Faculty of Human Ecology and the School of Music and through the Integrated Programs in Business Education, Industrial Arts, and Vocational Education offered in conjunction with Red River Community College. The proposed admission process also will enable the Faculty to select applicants by stream and by subject area specialization with an improved sensitivity to faculty resources, equity issues, and emerging market conditions. Such an admission policy will provide a much fairer procedure for students and will continue to ensure that qualified applicants are accepted in each of the subject area specializations.

Notwithstanding the requirement that the normal criteria for admission would be 90 credit hours of University coursework relevant to teaching, for special groups such as students at Winnipeg Education Centre and the Community Colleges, alternative regulations set out in this Report enable these students to complete the admission requirements as part of their graduation requirements.

A further qualification which should be noted is the approval by Faculty Council (10/9/1991) of a "Special Category" admission policy for Aboriginal persons (Appendix E, also Appendix C). Additional adjustments to the admissions policy to enable the Faculty to recruit and select candidates from other under-represented groups have been discussed within the Faculty. TITEP believes that the general admission strategies recommended here would make such adjustments possible and at the same time ensure that qualified applicants will always be selected.

More Specialized Pedagogical Preparation

The delivery of the program in three program streams will enable students to focus on theoretical and practical content appropriate for a narrower range of grades. However, the restructuring of the subject area specializations also has allowed for an expansion of the number of minors from one to two in both the Early and Middle Years Streams. This expansion should enable the preparation of teachers at these levels to more accurately reflect their actual teaching responsibilities without their being necessarily vulnerable to the criticism that they are "narrow specialists" or "superficially prepared generalists".

Pre-Professional Studies

The requirements for the "liberal arts" and "subject area specializations" specified for the pre-professional years have been structured in such a way that the subjects taken to satisfy these requirements also satisfy the requirements for teachable majors and minors. The Faculty of Education, therefore, will be in a position to define the academic preparation best suited to a program of pedagogical studies.

A further advantage of pre-professional studies is that students, by virtue of having completed the "liberal arts" requirement and the "subject area specialization" requirement will be able to enter the Education Faculty with sufficient "breadth" and "depth" studies to be in a position to commence immediately the professional studies courses and practicum experiences. These prior academic studies should enable instructors in the Faculty of Education to pay particular attention to pedagogical content knowledge and deal with issues in this area at a sophisticated level.

Control of the Timetable

The Faculty of Education will be in position to design the delivery of its program without the considerable constraint imposed by the necessity of matching its timetable with that of other faculties. The freedom to design its own timetable will be of most benefit to the Faculty in scheduling extended periods of school-based practicum experiences during the academic year.

Enhanced Studies in Instruction and Curriculum

The Faculty will be in a position to schedule introductory courses in instruction and curriculum studies during the first year of the program. Although the curriculum studies delivered in the first year will be relatively limited in scope, it is expected that sufficient discussion of specific curricular content will take place in the course to enable first year students to be familiar with the curricula guides, familiar with the transformation of subject matter content for purposes of the school curricula and to have some understanding of the overall scope and sequence of curricula for the grade levels he/she will be teaching. The content of this course (together with information from courses such as "Principles and Models of Teaching") should provide first year students with sufficient background that they will be in a position to effectively contribute to the teaching of children from the very beginning of their school-based experience. Furthermore, the experience provided by actual teaching responsibilities in the first year will provide students with a sound foundation to gain even more benefit from their second year extended teaching experiences.

Greater Involvement of Schools in Practica Experiences

The benefits to the practica experiences have been partially identified above in the discussion of greater flexibility of timetabling and in the provision of curriculum studies in the first year of the program. Apart from the fact that these changes will enable students to enter more quickly into the role of the teacher, the proposal also calls for changes to the supervision of student teaching experiences, which we believe to be a significant realignment of supervisory responsibilities providing substantial benefit to the preparation of student teachers. The changes proposed are designed to align the teaching profession, through Partner Schools, with the Faculty of Education in the delivery of a teacher education program. There are those who argue that the effective preparation of teachers in the more practical aspects of teaching, can best be accomplished by practising teachers who are engaged in the task of classroom teaching on a daily basis. Our proposal acknowledges the value of this proposition and invites the professional teacher to join with the Faculty of Education in the professional preparation of teachers by virtue of the Partnership Schools proposal (Appendix F). We believe that the active participation of the profession in the formal preparation of teachers can only be of substantial benefit to all parties.

Conclusion

This chapter has described the proposed program and provided some justification for the major programmatic decisions. In describing the program in this chapter, TITEP has been conscious of the need to provide sufficient detail so that the proposal is understandable, but also, of not providing so much detail that the major program features are obscured in excessive detail. In addition, we were conscious of the need to ensure ample flexibility for the future program stream committees to develop the details of the stream-specific program of pedagogical studies. Inevitably there are those who may complain there is too much detail and those who complain that it is insufficient. To both groups, we respond that we have endeavoured to provide a conception of teacher education and then illustrate how that conception could be translated into a workable program. That was our mandate as set out in the terms of reference of the Task Force and we believe we have fulfilled it.

IV. RETHINKING PROGRAM DELIVERY

In this chapter we focus on the delivery of the proposed program. First, we discuss the implications of the model for the delivery by streams (and the courses within the streams) from the point of view of staff, students, and the schools with which we work. Next we examine our relationships with other faculties and institutions to consider what the ramifications of the proposed program would be for each of our partners in the initial preparation of teachers. Then we raise the question as to whether or not there is a need to reorganize the faculty to support the proposed program. Finally, we examine some resource and implementation considerations.

In thinking about the proposed program, TITEP is aware that developing new courses and increasing the number of streams is not in itself sufficient to bring about the kinds of changes envisioned in our goal statements. In fact, we are aware that it would be possible to change all the course labels and continue to operate in much the way we do today. We know that change in achieving the goals of the proposed initial teacher preparation program depends partly on program delivery. Furthermore, the proposed program must be seen as an integrated whole, not merely a collection of courses. Underlying the program is our vision of teacher education, comprised of the components identified by Shulman and supplemented with opportunities for field-based experiences. As noted earlier, these components will form the foundation of the program in each stream but the specific content may differ in emphasis between each stream. It is recommended, however, that while each stream program gives emphasis to the issues most appropriate to that stream, each stream also should provide students with background information relevant to all aspects of the programs in the other two streams. It is also apparent that some courses are designed in such a way that they are interdisciplinary in nature and will need to be developed and taught by teams of staff. To ensure an effective and cohesive program, it is essential that both staff and students be aware of the role of each course and of its connections to the whole program.

Relationships Within the Faculty and With the Schools

Steering Committee and Program Stream Committees

Program Stream Committees have been formed and are currently engaged in the development of Program Streams. Status Reports from each of the Program Stream Committees are appended (Appendix G) to this Report. In addition, faculty members are engaged in course development within the guidelines provided by TITEP. Where appropriate, these Working Groups may recruit classroom teachers to assist in course development. Once developed and approved by Faculty Council, these courses would be forwarded to Senate for approval.

TITEP recommends that future development of the B.Ed. program continue to be directed by a Steering Committee comprised of Chairs of three Program Stream Committees chaired by the Dean or Dean's designate. TITEP also recommends that three teams of staff, one for each of Early, Middle and Senior Years Streams, be responsible for completing the development of the stream programs using the templates outlined in this Report. These teams will co-ordinate their efforts through the Steering Committee which will be responsible for forwarding any documents of formal program revision through Faculty Council and on to other University bodies as appropriate.

The coordinating role of the Steering Committee is necessary to ensure that the programs developed by the Program Stream Committees retain coherence and equity in their requirements. Within this broad mandate, Program Stream Committees will be encouraged to develop programs that reflect the particular needs of students preparing to teach at the grade levels represented by the chosen stream. To design an appropriate program, members of the teams will need to be aware of all of the components of the program and how these work together. Also, since many of the proposed courses require expertise from more than one discipline, team members will be required to work together not only to develop these courses but also to deliver them. It would also be desirable if teams were to collaborate with school personnel in the developing these courses. Finally, it is also recommended that the Program Stream Committees be responsible for the day-to-day administration of the program including admissions, student advising, implementation, monitoring and evaluation of the program.

The Role of University Staff Members

TITEP believes that a new vision of the teacher educator will emerge if this program is approved. The nature of this program and the Stream delivery, described above, will require staff to assume somewhat different roles from their current ones in the undergraduate program. Two of the most critical changes will be in the area of collaboration with other faculty members in the delivery of the program and new relationships with school personnel.

We would like to address the first of these, that is, collaboration within the Faculty. TITEP sees individual staff members being assigned to one or more of the three Streams of the program. While some staff members might be viewed as providing a service to a team, others (from all departments of the faculty) would have clear, first responsibilities to the Stream Program and its student cohorts. TITEP has also considered that some form of differentiated staffing might be an appropriate part of this program but has not worked through the implications of that suggestion at this time.

In addition to teaching and administrative roles in the teams, TITEP is convinced that all staff members must accept the responsibility of improving the quality of student life in the Faculty of Education. Quality of student life has been a concern since the first Clifton et al. study (1987) which indicated that only 40 percent of the students were satisfied with their lives in the Faculty. Even though the second study (1992) revealed that this percentage had improved dramatically (53 percent), there is still a genuine concern that we continue to work to improve student perceptions of student life in the Faculty. TITEP believes that many of the recommendations in this report will continue to address this question. We believe that the two-year program will allow us to develop a stronger sense of a professional community which will, in turn, allow our students to develop strong, positive professional attitudes and dispositions. Also, staff involvement in the development of the program should help with one of the main concerns identified by students with regard to their experiences in the Faculty. Previously, our students have not felt there was a program which was coherent and which made sense to them. They often did not see the connections between one course and another and complained about overlap and gaps in the program. The new program emphases, and greater staff and student awareness of the connections within the program, should help our students to have a clearer sense of direction. Our students have also complained that too often our own practice did not match our rhetoric. TITEP is aware that individual courses will have to be delivered in ways that provide out students with excellent models of teaching. The point was made many times in submissions to TITEP that, if, for example, we wanted students to be aware of collaborative learning strategies, we should not merely advocate these, but ensure that students experience collaborative learning as a part of their pedagogical preparation.

If the changes in approach are to be successful, faculty will need to believe that this kind of effort will be appreciated and reflected in the performance appraisal system of the Faculty. To this point, it is interesting that Goodlad's (1990b) imaginary scenario of a Faculty embarking on a program of renewal similar to that suggested by TITEP added a fourth category to the usual three (research, service and teaching) for promotion and tenure, that is, ". . . involvement, and quality of involvement in program renewal including the field and partner school portion, . . ." (p. 363).

The second area of critical change will be in the role of faculty members in relation to the Partner Schools. This role will be discussed later in this Report and, to some extent, in the Partnership Schools proposal appended to this Report (Appendix F).

Role of Our Students

In the proposed program there is an expectation that our students will arrive in the Faculty of Education with the breadth and depth requirements for their Stream and teachable areas in place. They will have met high entrance requirements, including some experience with youth as part of their background. From the beginning of the program, students will be asked to think of themselves as beginning professionals. The goals of the program reveal that we are looking for students who will be self-reliant, responsible and capable of reflection on their experiences both within the university and in the schools of the province. They will be required to make connections with their own backgrounds, their course work, and their experiences in the school. Professional behaviour and a capacity for both independent and collegial decision making and problem solving will be encouraged and supported in both years of the program. We believe that our program should provide students with the sense that they a part of a community of scholars learning to be teachers. For this reason we are suggesting that within each Stream we establish cohort groups of students from both the first and second years who will collaborate both within the Faculty and, wherever practicable, within the schools.

Relationships with the Schools

TITEP also believes that we need to re-examine our relationships with the schools. Our studies of initial teacher preparation lead us to believe that the schools play a major role in shaping the development of the beginning teacher. We believe that we need to work more closely with the schools in the delivery of this program and because of this belief TITEP favours the adoption of the concept of "partner schools" as proposed by Goodlad (1990b) and others (Wallace, 1987; Meade, 1991). Goodlad (1990b) believes that the university and the school divisions should work together for "the collaborative selection, maintenance, and development of exemplary schools conducted in the best educational interests of children and youth, on one hand, and prospective teachers, on the other -- with school and university personnel joined collegially as peers for the advancement of both" (p. 282). He believes that students should be assigned to schools rather than to a single cooperating teacher and that the school, with support from the Faculty, should determine the experiences for each prospective teacher. He believes this will help future teachers to "be stewards of entire schools" (p. 281), that is, that they will have a broad vision of the aims of education and of schooling in our society and develop a shared sense of responsibility for the quality of education offered at these schools.

Several dimensions of our current situation encouraged TITEP to favour the concept of Partner Schools as a new way of reforming school experiences. One of the most significant aspects of our current situation is the magnitude of the task of arranging placement and supervision of student teachers; for example, in 1992-93, we made 1,569 placements in 484 schools in 27 school divisions and 22 private schools for our students. The following discussion details the major aspects of current practice which suggest the need for a new arrangement between the Faculty and the schools:

1. Supervision in the Final Year of the Program

    .1 The December, 1989 report of the Senate-mandated Review of the Faculty of Education noted that the fundamental problem of the Faculty of Education was a serious mismatch between expectations for the Faculty and the resources available to it to meet those expectations. Over the last four years, this situation has been exacerbated as the resources of the Faculty of Education have been cut by 10.9 percent without a comparable change in student enrolments. This reduction has led to larger sections of students and greater amounts of time being devoted by individual staff members to teaching. It has also resulted in greater use of part-time people in a wide variety of roles in the Faculty which, in turn, has resulted in changes in the role of full-time faculty in the supervision of teaching. In 1991-92 only one-third of the full-time staff (13 at the secondary level and six at the elementary level) were involved in the supervision of the final year practicum and among them, they supervised approximately 45 percent of secondary and five percent of elementary students. In 1992-93 the figures showed a slight increase in the number of faculty involved in student teaching supervision but a decline in the number of students they supervised. Only 22 faculty members (18 at the secondary and 4 at the elementary level) were involved in supervision of students and they accounted for the supervision of only 30% of students in the Certification Year. In other words, full-time faculty participation in the supervision of student teaching has become more and more problematic.

.2 The majority of the supervision, then, is done by a group of part-time staff, most of whom are retired teachers or teachers who are out of teaching for some reason at the current time. This "shadow faculty" is the major representative of the Faculty in the schools in these final-year student teaching programs.

.3 The Faculty of Education does not provide any of its current supervisors with special training in a model of supervision. Further, "shadow faculty" have been provided with virtually no opportunities to become knowledgable of the curriculum and instruction courses in which the student teachers are trained, yet these are the people, along with the cooperating teachers, who are expected to guide the development of the novice teachers and determine whether they Pass or Fail their student teaching experiences.

.4 The cost of this current model of supervision is very small when compared to the costs of full-time faculty doing this job. However, it does have many other hidden costs, especially in the interface between the Faculty and the schools.

2. Early School Experiences

.1 Currently, students have fairly limited experiences in the schools during the first, second and third years of the program. This is due, in part, to the problems of timetabling between the Faculty of Education and other faculties.

.2 These school experiences are unsupervised by the faculty at this time, and classroom teachers decide whether or not students receive a passing or a failing grade on this school experience component.

.3 Because these experiences are unsupervised by the Faculty, we are not really aware of the range of experiences to which our students are exposed but, judging from submissions from students, they vary considerably. The evidence we do have from some students is that their experiences have been inappropriate, which in turn, leads us to believe that we need to rethink the nature of the initial school-based experiences.

TITEP is also aware that over the last 25 years many changes have taken place in the field. The most important of these changes are:

1. All of the cooperating teachers now have a minimum of one degree from a university. This can be compared with the situation a generation ago where the majority of teachers had Grade 12 and one year of teacher training.

2. School Divisions have taken on greater responsibility for the inservice development of the teachers in their employ. Divisions have significant inservice budgets which permit many staff to be engaged in professional development. Many divisions have also created teacher centres which actively encourage the professional development of their teachers.

3. The Manitoba Teachers' Society has also taken a greater role in the professional development of teachers and in the induction of new teachers into the profession.

4. Superintendents, principals and teachers are willing to expand their roles in the preservice development of teachers, as was indicated to TITEP in submissions from practitioners in the field.

In addition, the Faculty has experienced very positive working relationships with several school divisions on a number of pilot projects related to undergraduate teacher education - most recently with the St.Vital/Seven Oaks Elementary Projects, with Beaverlodge Elementary School in the Assiniboine South Division, the St. Vital Secondary Pilot program which has now been expanded to include schools from Winnipeg #1 Division and the Frontier School Division's Northern Experience. We should add that currently our Certification Year students are in such demand in the schools that we are not able to supply all schools which make requests for them. Further, the great majority of the Certification Year students perform well in the schools. Only a very small percentage are required to withdraw or are counselled out by faculty and school staff members.

All of these factors led TITEP to believe that it is time to re-examine our relationships with the schools, School Divisions and the Manitoba Teachers' Society in order to improve initial teacher education. We asked ourselves whether we needed a group of largely part-time faculty advisors between us and the schools. Could our current cooperating teachers do the job our faculty advisors do now? Our response to this question was we think they can and we have sufficient experience from our pilot projects to believe that not only can teachers undertake this role but that they are prepared to do so. We believe we can significantly improve the quality of the student teaching experience through the establishment of "Partnership Schools" modelled along the lines proposed by Goodlad (1990b). Schools, working as partners with the Faculty, would allow us to make better use of both human and financial resources both within the schools and in the Faculty of Education. This development would require collaborative organizational structures which would allow "real" partnerships to grow so that School Divisions and schools would have a genuine voice in the decision making processes related to the initial education of teachers. The Faculty would also see this as a opportunity to become involved in the study of educational practice in the classrooms of the partnership schools. In the best of all possible worlds, these studies should inform our practice both in schools and in the undergraduate program.

For undergraduate teacher education, this would no doubt eventually mean that the Faculty and the School Divisions would work together to establish mechanisms for :

1. The collaborative formulation of objectives for Faculty-field collaboration;

2. Collaborative definitions of role expectations for all participants;

3. Collaborative program development (at least within a broad structure);

4. Constant monitoring by both partners;

5. Formal and informal channels of communication.

Partner Schools

From the very beginning of its work the members of TITEP have viewed the improvement of the student teaching practica as a crucial element in the overall improvement of the Bachelor of Education degree program. In response to the commitment to improve the student teaching practica experiences, TITEP adopted, as the model to achieve improvement, Goodlad's (1990b) suggestions for a collaborative arrangement between Faculties of Education and "partner schools". In discussing the need for exemplary settings in which to educate novice teachers, Goodlad (1990b) rejects as impracticable the idea that Faculties of Education should run their own schools but continues:

> The feasible alternative is challenging, to say the least: the collaborative selection, maintenance, and development of exemplary schools conducted in the best educational interests of children and youths, on the one hand, and prospective teachers, on the other -- with school and university personnel joined collegially as peers for the advancement of both. The task and problems line up like a long string of boxcars on a railway track waiting for the little engine that could, with the bettors lining up to say it can't. (p.282)

As Goodlad understands, there are critics who are skeptical of university and school cooperation which aims to dramatically alter the relationship between faculties of education and the schools, as a means of providing pre-service teachers with improved school-based experiences. There is no doubt that implementation of the proposal is not a simple matter and that difficulties will be experienced. This is only to be expected when proposed changes challenge long-standing traditional roles of faculty members.

Traditional roles of faculty members meant that professors were in schools to supervise student teachers. Among other things, this supervision often used to take the form of writing summative evaluations of student progress and awarding final grades on the practicum. More recently, supervision by faculty members has not only involved writing more formative reports but has also relied more upon feedback from others, including peers and teachers in the school. These shifts began to recognize and foster in student teachers the growth of a professional stance which encourages reflection on their practice and which places them more central in the evaluation process. These shifts in practice have called for different supervisory roles for both cooperating teachers and faculty members. Schon (1987) has described this shift as a shift to "coaching". In the preface to Educating the Reflective Practitioner, he stated:

> In this volume, I propose that university based professional schools should learn from such deviant traditions of education for practice as studios of art or design, conservatories of music and dance, athletics coaching, and apprenticeship in the crafts, all of which emphasize coaching and learning by doing. Professional education should be redesigned to combine the teaching of applied science with coaching in the artistry of reflection-in-action. (p. xii)

In order to improve the student teaching practica, then, there seems to be an argument for the need to change the style of supervision which is provided for student teachers. Additionally, the data which reveals that there is a decline in the numbers of full-time faculty who are currently engaged in supervision, suggests there is not only a need to rethink how the supervision is done but also who will do the supervision.

If full-time faculty members are not directly involved in supervision of student teaching, the question that remains is this: What is the role of full-time members of the Faculty of Education with regard to the schools? The more collaborative roles suggested above provide some direction for thinking about this question. However, the shape of the collaboration and the structures which would support that collaboration have not been developed by TITEP at this point.

Since the publication of the Interim Report (October, 1991), a Partnership Schools Working Group, has been engaged in discussions on the policy and procedures which might give expression to a partner schools concept. A draft report of this Working Group was presented to a meeting of Faculty Council on April 6, 1993. Following that meeting and using feedback from it, the report was redrafted and a copy of the revised report is to be found in Appendix F.

Relationships with Other Faculties and Institutions

In addition to rethinking the role of our staff, students and schools, TITEP examined the implications of this proposal for our relationships with other faculties and institutions. A major consideration in our restructuring proposals has been control of, and consistency within, the Faculty's undergraduate program. Currently, there is wide variation among the several arrangements for the delivery of the program. This section of the report looks at these existing arrangements in light of the task force proposals.

In the program proposed by TITEP, the following requirements are mandated for all students:

1. A liberal arts or breadth requirement which TITEP believes will meet the standards of the new Senate requirements for first year students, effective September 1993 (Senate Minutes, April 1991, pp. 13, 14);
2. A specialization or depth requirement in teachable areas or teachable-related areas defined by the Faculty of Education;
3. Sixty credit hours of professional course work defined by the Faculty of Education.

In addition, TITEP strongly believes that the Faculty of Education ought to have:

4. Control over the timetable during the professional components to assure appropriate sequence and length of practica experiences;
5. Control over admissions to the major /minor teachable areas in all streams.

TITEP used these criteria to assess current programs arrangements and to answer the two questions posed in the original Statement of Issues (TITEP, 1990; see Appendix A):

1. Do present joint programs or inter-institutional arrangements require adjustment?
2. Should integrated programs be developed with the Faculties of Arts, Science, and Physical Education and Recreation Studies?

The first question refers to existing arrangements between the Faculty of Education and the following institutions:

1. The Winnipeg Education Centre

2. University of Manitoba Faculties and Schools

    a. Faculty of Human Ecology
    b. The School of Music
    c. Faculties of Science, Physical Education and Recreation Studies, and Arts

3. Red River Community College (RRCC) and

4. The University of Winnipeg.

1. The Winnipeg Education Centre

The Winnipeg Education Centre (WEC) exists as a result of a contractual agreement between the Government of Manitoba and the University of Manitoba. The Centre operates both Education and Social Work programs to provide access to inner city residents. In Education, a four-year elementary stream B.Ed. degree program is offered to Aboriginal and other inner city residents who have been socially, economically, and educationally disadvantaged. Students receive tuition and subsistence funding from government and other sources.

The Education Program at WEC is a successful affirmative action program which allows students who normally would be unable to attend post-secondary education to gain entry to a degree program and a teaching certificate. The success of the program was reconfirmed in December, 1989 with the release of the government-sponsored review of the Centre (Coopers & Lybrand/Prairie Research Associates, 1989). Despite its success, however, its long term future became clouded in 1990-91 when, in response to the end of the federal-provincial Northern Development Agreement, the provincial government announced that 1990-91 would be the last year for admission unless some new funding arrangements could be made. The situation in May 1993 continues to remain uncertain. TITEP members strongly believe that WEC performs an important function in providing access to Aboriginal and minority groups and that the Faculty of Education should provide strong support for its work.

TITEP members are aware that, without some modifications, the proposed program would cause difficulties for the teacher education program at the Centre, notably in admissions. At the same time, we believe graduates from WEC should meet, as they do now, the same requirements as graduates of the regular program offered at the Fort Garry campus. Consequently, TITEP recommends that:

> **Students admitted to the teacher education program at the Winnipeg Education Centre complete all the proposed requirements for the Bachelor of Education degree but that the admission requirements specified in the Report be considered graduation requirements. In addition, TITEP recommends that the Faculty of Education formally determine whether the Centre will sponsor an Early Years program only or a combined Early and Middle Years program.**

2. University of Manitoba Faculties and Schools

In response to the second question from "The Statement of Issues" paper, TITEP noted that one of the persistent issues in teacher education is the relationship between Faculties of Education and other University faculties. TITEP recognizes the importance of the work done in other faculties in the preparation of future teachers, especially in content knowledge, and has opted for admission to the

Faculty of Education after students have met appropriate breadth and depth requirements by completing a minimum of 90 credit hours in another faculty studying subject areas appropriate for teaching. This decision has been taken in the belief that a sound foundation in knowledge in the content areas is a necessary, though not sufficient, pre-requisite for all teachers. TITEP reviewed all aspects of the current integrated programs with other faculties and debated, at great length, the suggestion in the Osborne Report that the Faculty continue the existing integrated programs and consider, in addition, the development of integrated programs with the Faculties of Arts, Science, and Physical Education and Recreation Studies (Recommendation 8). Despite Osborne's recommendation that the Faculty expand integrated programs, TITEP was not prepared to accept this because new integrated programs would require that the Faculty try to harmonize its B.Ed. program with **different** degree programs in a **single** Faculty (Arts or Science, for example). The administrative arrangements necessary to achieve this seemed daunting and would leave unresolved or could exacerbate some of the problems currently perceived with the existing integrated and joint programs.

The Faculty of Human Ecology/ Faculty of Education Integrated Program. The Faculties of Education and Human Ecology operate a 147 credit hour program which leads to two degrees -- the B.Ed. and the B.H.Ec. The existing requirements of this secondary program are very close to those proposed by TITEP. This two-degree program already includes most of the breadth and depth requirements suggested by TITEP. In addition, the program seems to have worked well for a number of reasons: it involves a small number of students, it is a secondary program only and both the major and minor teachable areas come from the one faculty, and it has been well "tended" by faculty members from both faculties. However, it falls short in the number of credit hours in the professional education requirement, that is, 48 as opposed to the recommended 60. Further, the arrangements do not allow the Faculty of Education adequate control over the timetabling of the practica or the general execution of the program.

TITEP members believe that students preparing to become Home Economics teachers should meet the requirements of our Senior Years program. Consequently, we recommend:

> **That the existing integrated B.H.Ec./B.Ed. degree program be replaced with a two-degree program being developed by the Working Group in conjunction with the Faculty of Human Ecology.**

The major features of this two-degree program would be that students would meet all requirements of the B.Ed. program as well as all requirements for a degree in Human Ecology, they would be admitted to the B.Ed. program after completing a minimum three years (90 credit hours) in the Faculty of Human Ecology, but would be allowed to register in a practicum elective course in the Faculty of Education prior to admission to the Faculty to assist them to decide if they wished to pursue teaching as a career. An additional adjustment is that a course from the study of Human Ecology could be used to substitute for a course in the Social Sciences category for the purposes of admission.

The School of Music/ Faculty of Education Integrated Program. Currently, the Faculty of Education and the School of Music offer an integrated program of 177 credit hours which is to be completed in five years and which enables students to graduate with two degrees -- B.Mus. and a B.Ed. Most students select two teachable areas in Music (Choral, Instrumental) and most are preparing to be specialist music teachers in the Senior High Schools of the province. Certainly the graduates of this program have met the in-depth specialization requirements of the new program. However, these students do not meet the broad liberal arts requirements of either the Faculty of Education or of the Senate requirements adopted in April, 1991. Currently, students in this program have only 45 credit hours of work in the Faculty of Education -- 15 credits short of the proposed professional component. The current program also has a very heavy credit hour load (177) to be completed in five years. This workload means, among other things, extending the program for many students into the Intersession in the last three years of the program, a difficulty in obtaining sufficient credits for a second (non-music) teachable, the unavailability of many of the required courses and the frequent adjustment of the admission and program requirements.

Current discussions between the Working Group and the School of Music have made considerable progress toward the development of a two-degree program in which all the requirements for the B.Ed. and the B.Mus. would be met. One feature of the proposed arrangements is that certain courses now offered in the School of Music would be considered as falling within the definition of pedagogical content knowledge courses, and therefore, would be counted as credits towards the B.Ed. degree. In addition, students in the School of Music would be permitted to register in a practicum elective in Education prior to their admission to Education to assist them determine if they wished to pursue education as a career. An additional adjustment is that a course from the study of Music could be used to substitute for a course in the Social Sciences category for the purposes of admission. One area where agreement has not been reached, and which is a substantive issue, revolves around the desire of the School of Music to have the Student Teaching Practica in second term only, rather than in both terms as for all other students. This proposal would be unworkable for the Curriculum & Instruction courses required by Music majors with second teachables in curriculum areas other than Music. An alternative proposal that has been discussed is that Music students take the first practicum in Term 2, and the second practicum in April and May of each year. But even this proposal has drawbacks with respect to graduation deadlines. In summary, considerable progress has been made toward developing a two-degree program acceptable to both units, but the issue of the practica remains unresolved.

TITEP members believe that students preparing to become music teachers should meet the general requirements of our teacher education program proposal. Consequently, we recommend:

> **That negotiations continue with the School of Music with a view to resolving the remaining outstanding issues.**

Proposed Integrated Programs with Science, Physical Education and Recreation Studies, and Arts. TITEP recommends against the development of further integrated programs at this time for the following reasons:

1. We believe that by specifying academic breadth requirements, the requirements for in-depth specialization associated with teachable majors/minors, and appropriate pedagogical elements, we have described a degree which will meet the needs of our graduates.

2. We also believe that teachers-to-be need to spend at least two years in concentrated study in Education.

3. We need to control fully admissions to the Streams and teachable majors and minors and, in general, the execution of the teacher education program.

4. The recommendation for the development of integrated programs with other faculties, while attractive on some grounds, fails to acknowledge the massive logistical difficulties involved or the loss of control which would follow such action. From the view of our curriculum specialists, integrated programs with the Faculties of Arts and Science means separate integrated programs in all the curriculum areas represented in those Faculties, with all the separate regulations and coordinating committees that such a move would require. There was little support for pursuing this route as a viable option for the Faculty of Education.

In general, then, we believe that students should present themselves for admission to our B.Ed. program when they have completed 90 credit hours of course work which is appropriate background for a program of pedagogical studies in at least one of the three Streams. Consequently, TITEP recommends:

> **That The Faculty of Education continue to support two-degree programs with the Faculty of Human Ecology and the School of Music but that no additional joint degree programs be developed at this time.**

3. Red River Community College

The current agreement between Red River Community College and the University of Manitoba enables a student to earn a B.Ed. degree on the basis of work completed in the two institutions. Students can become secondary school teachers in business education, industrial arts, and technical/ vocational education by completing programs of 128 credit hours, 134 credit hours, and 132 credit hours respectively. Currently, each of the three programs normally requires the equivalent of two years of work at the College (usually the first and third) and two years of work at the Faculty to obtain the B.Ed. degree.

This program is a reversal of usual practice, in that the Teacher Education Division of RRCC bears the responsibility for the teaching methodology courses, for supervision of the practica and for some education electives. In other words, the RRCC delivers that professional component of the program which is normally taught in the Faculty of Education. The University provides the remainder of the required education courses, a number of elective courses and, through work done in the faculties of Arts, Science, and Management, a number of the academic content courses in support of the teachable subjects. With some variation, approximately 50 credit hours of Education courses are required. Of these 50 credit hours, only 30 credit hours are provided by the Faculty of Education.

TITEP has several additional concerns with these combined programs. At the moment, admission to this program is handled entirely by the Red River Community College. Also students with teachable minors in areas outside the three basic areas are not required to take a Curriculum and Instruction course in that teachable. In addition, the breadth component recommended by TITEP in the proposed program is not a feature of any of these combined programs.

A Working Group has been negotiating with RRCC and believes that the basis of an agreement has been identified for a joint program of studies. Major features of the proposal are that the normal admission requirements for the B.Ed. program would become graduation requirements for students admitted to the combined program; students would complete all of the requirements for the degree including the second teachable and the second teachable curriculum and instruction course; students would complete the equivalent of two years of study at RRCC prior to formal admission to the B.Ed. degree program; students admitted to RRCC with approved qualifications and experience in either Vocational Education or Business Education would be given additional credits for the purpose of admission to the B.Ed. degree; applications to the program would be handled jointly with the understanding that students accepted into the B.Ed. program must successfully complete a "Diploma" or similar credential from the College to be eligible for consideration for admission to the University of Manitoba; and students in each of the three programs would be able to use a course from their major area of study in place of the Social Sciences requirement for purposes of admission. An additional feature of the proposal is that the first year of the College program would be able to be taken at any Community College to provide greater accessibility to students with an interest in pursuing a career in teaching.

In general, TITEP believes that these proposed arrangements provide greater and deserved recognition of credentials in Vocational and Business Education and help raise the status of these teachable areas within the educational community. Similarly, the requirement that all graduates complete academic requirements comparable to those in other disciplines should ensure that teachers in Business Education, Design Technology and Vocational Education are afforded equal status with all other teachers. TITEP therefore recommends:

> **That the existing integrated programs with RRCC be replaced by the programs being developed by the Working Group in consultation with RRCC.**

4. The University Of Winnipeg

Since 1971, a formal agreement concerning teacher education has existed between the Universities of Manitoba and Winnipeg. In accordance with the terms of that agreement, both universities grant their own B.Ed. degrees in accordance with program regulations approved by their respective Senates. However, the University of Winnipeg sends final year students to be visiting students at the University of Manitoba (a small number enrol at St. Boniface College). These students number approximately one-third of our final year students, and they enrol in Curriculum and Instruction courses, in Student Teaching, and in Elective courses. On the whole, the agreement has worked well over the past twenty years, although it clearly has put limits on the freedom of each of the two institutions. At the University of Manitoba, for instance, there is a feeling in some quarters of the faculty that the agreement has inhibited changes in the sequence by which curriculum and instruction courses ideally should be offered. Moreover, since the universities differ in some of their admission and program requirements, (most notably, for example, in Mathematics and Language Arts in the Elementary route), there is a perception that the students bring different backgrounds to certification year courses, potentially placing some of them at a disadvantage. Finally, TITEP is aware that its strong endorsation of the idea of cohort groups, right from the beginning of the first year in Education, gives rise to a significant issue for personnel from both campuses to address.

The proposals put forward by TITEP in this document have a number of serious consequences for the University of Winnipeg. In particular, the University of Winnipeg is concerned that the new arrangements could result in its students spending only one year in Education at the University of Winnipeg before transferring to the University of Manitoba for their Certification Year. Some resolution of this problem would be necessary before the University of Winnipeg would be likely to endorse the proposals of TITEP. Consequently TITEP recommends:

> **That we continue our discussions and consultation with the University of Winnipeg on the implications of the TITEP proposals for the existing agreement between the two institutions.**

A Note On The Organization Of The Faculty

During its deliberations, the members of TITEP came to question the extent to which the current organizational/departmental structure of the Faculty helped or hindered the delivery of a high quality initial teacher education program. We see in the literature (Smith, 1980; Goodlad, 1990b), calls for changes in the internal structure of Faculties and Schools of Education. A few of the briefs submitted to TITEP suggested changes. Finally, we became aware of at least one major Canadian Faculty of Education (at Memorial University) which abolished a departmental structure following the reception of a major report which claimed that the structure was the key inhibitor of reform and improvement.

In Teachers for Our Nation's Schools, John Goodlad (1990b) set forth 19 postulates which he concluded were necessary in order to have an effective teacher education program. Of these, Postulate 4 was deemed to be the most important:

> There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers. (p.191)

In his final chapter, a vision of what could happen in a faculty approximately the same size as our own, Goodlad suggests a division into two units – a Centre of Pedagogy and a Centre of Specialized Studies. He's not particularly specific about the details, particularly for the latter. However, he does suggest that each Centre be headed by a faculty member (carrying a reduced teaching load) who reports to the Dean. Each would work closely together in mutually supportive roles and share faculty members as appropriate. There would be two Associate Deans, one of whom would have responsibilities for people (students and faculty) while the other was responsible for business, finance and facilities. Included in the Centre of Pedagogy would be people from the Faculty of Education, from the cooperating schools and school districts, and from the non-education university faculties most closely associated with the teacher education program. TITEP's proposal as to the structural arrangements in the Faculty which should continue to be used for the development and implementation of the new program is a variation on Goodlad's model and possibly anticipates its fuller development here. This is because the Task Force believes strongly that the Faculty must have a structure which gives force and effect to Postulate 4.

The members of TITEP believe that the current operation of the Faculty reveals several modalities of organization. On one hand, we have a departmental structure which is most appropriate for personnel functions, graduate studies, and connections to one's discipline. On the other hand, legislatively, our Faculty Council has several Standing Committees organized along programmatic lines. We also have an informal team structure in the Certification Year made up of faculty from the two curriculum departments. With all of these arrangements, however, a feeling still persists that the sense of ownership of, and commitment to, the initial teacher education program, by faculty members, is less than it might be on account of the Faculty's administrative structures. At this point, however, TITEP is not prepared to recommend a wholly new organizational structure for all programs in the Faculty. However, it does believe that a new organizational structure is needed for initial teacher education and that the committee structure outlined at the beginning of this chapter could constitute the basis for an administrative reorganization of the undergraduate program.

Resources for the Proposed Program

At this point we are a long way from the actual delivery of the proposed program; however, TITEP believes it would be responsible to look ahead to determine whether or not the program could be delivered within our projected resources. The following is an attempt to look at the major questions of student enrollments and staffing arrangements.

Student Enrollments

For this proposal, we have assumed a student population based on the University's system of a calculating work load units and undergraduate student credit hours and the continuation of the current arrangements with the University of Winnipeg, which provide us with one University of Winnipeg student for two University of Manitoba students in the final year of the program. Given these two parameters, we have envisioned the projected enrolment as outlined in Table 1. It is anticipated that applicants to the Early Years and Middle Years Streams will be admitted on an overall rating criteria but that a minimum percentage of selected applicants would come from both the Faculty of Arts and the Faculty of Science. In contrast, applicants to the Senior Years Stream would continue to be selected on the basis of their overall admission rating, with subject area specialization as an additional selection criterion. When establishing quotas for Senior Years Stream teachable majors and minors, the selection committee would take into consideration demand for admission, faculty and school resources and recognized need in Manitoba for teachers with particular subject-area backgrounds.

Table 1

Expected Full-time B.Ed. Enrolment of University of Manitoba
and University of Winnipeg students in Years 1 and 2

STREAM	YEAR 1	YEAR 2		
		Manitoba	Winnipeg	Total
Early Years	100	100	50	150
Middle Years	100	100	50	150
Senior Years	100	100	50	150
TOTAL	300	300	150	450

Notes: 1. The ratio of University of Manitoba students to University of Winnipeg students is 2:1 in Year 2.

2. The enrollments above could vary slightly in any given year, because some students may complete their first year course work on a part-time basis. Normally part-time students in Year 2 will be required to complete their C & I courses and their student teaching practica in the same year.

3. The total enrolment in Years 1 and 2 is 750 students.

Staff Resources

In terms of the staffing model used by the University of Manitoba since the early 1970s, the proposed B.Ed. program can be offered to 750 full-time students by approximately 54 full-time faculty members. This conclusion is based on the University's load unit formulas applied to the Faculty of Education.

Determining the resources required by the proposed program is not an easy task because such a determination presupposes that decisions have been made on a variety of variables, including the following:

a. the proportion of resources to be allocated to the B.Ed. degree program in contrast to those allocated to the post-B.Ed. programs of the Faculty;

b. the work-load patterns assigned to faculty members and instructors, including the credit to be allocated for work done in Partner Schools;

c. the size of lecture classes;

d. the proportions of the work to be done by full-time staff members and part-time employees, respectively; and

e. the amount of credit to be granted to students for the practicum.

Current policies and practices govern all of these areas, but it is, of course, conceivable that changes could be made in some or all of these.

One particular scenario of how the proposed program might be staffed was presented on November 16, 1992 by Dean Stapleton to the Faculty of Education and to the external members of the Program Stream Committees. This scenario is contained in Appendix H and it showed that the proposed program would require approximately four percent more of the Faculty's existing resources being devoted to the undergraduate program than was the case in 1992-93.

However, it should be noted that this scenario was based upon a particular configuration of the variables described above. Clearly, alternative scenarios are possible which, using different configurations, would result in resource utilizations that could be less than, identical to, or more than the deployment of 1992-93. The difficult challenge in any resource deployment scenario is to be faithful to a modern conception of reflective practice and a fully engaged partnership with the school system. Meeting this challenge deserves the attention and commitment of the Faculty, the wider academic community of this University and those in public office and government who are trustees of the public interest in education. We have proposed what we believe to be a very effective teacher education program for the immediate future and the beginning of the 21st century. Moreover, we believe that this improved program can be offered, even in the current financial climate, provided that our faculty members and our partners in this endeavour are prepared to contemplate adjustments yet untried in program delivery and collaboration, and provided that their commitment to change matches their recognition of its necessity.

Timetable For Implementation

1993-1994

Development of New Courses

Program and Course Approvals by Faculty Council

Program and Course Approvals by Senate

1994-1995

Incorporation of New Program and Courses into University Calendar

Pilot New Courses

1995-1996

Earliest Implementation of the First Year of the New Program

Transition Phase (of at least 3 years) for Completion of Existing Program

1996-1997

First Implementation of the Second Year of the New Program

A Final Word

Finally, the members of TITEP are aware that we have not addressed all of the issues surrounding design, implementation and delivery of the proposed program, but we have tried to answer major questions concerning these matters and provide Faculty with a blueprint for further action. We also have attempted, where appropriate, to incorporate the suggestions and concerns expressed in submissions to TITEP in the open meetings and from The Steering Committee, Program Stream Committees and Working Groups as they existed to June, 1993 (see Appendix I for a list of formal submissions). We are acutely aware that in a number of instances requests for changes to the proposal have not been responded to. Although TITEP worked hard to accommodate requests for modifications, not all requests could be accommodated because of the necessity to achieve a justifiable and coherent conception of teacher education within understandable financial constraints imposed on program design. We recognize that further adjustments may well be required following the discussion of this Report and as the resource available to the program become more evident. Finally, we recognize that the task of program development is a continuous one and that even as the proposals of this Report are debated, further developments are taking place that will require the Faculty to continuously modify and update the program. For our part we trust that this Report provides the impetus for changes to the existing program which we believe are so urgently needed to prepare our graduates for the increasingly difficult and complex world of teaching.

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APPENDIX A

STATEMENT OF ISSUES RELATED TO INITIAL TEACHER EDUCATION PROGRAMS

STATEMENT OF ISSUES RELATED TO INITIAL TEACHER EDUCATION PROGRAMS

The major purpose of the Bachelor of Education program in the Faculty of Education, University of Manitoba is the preparation of beginning teachers for the Province of Manitoba.

The Province of Manitoba consists of diverse population centres which are located in urban, rural and northern regions. Students in these regions who bring a wide range of experience, values and beliefs to their school experience present different and unique challenges to the beginning teacher.

Manitoba is made up of individuals with diverse cultural backgrounds ranging from aboriginal groups to the most recent immigrant groups. Dealing with this diversity is another challenge for the beginning teacher.

In addition, many current social and legal issues in Manitoba and Canada have a direct impact on the preparation of teachers. Among these are changes in child welfare and human rights legislation, government policies on bilingualism and multiculturalism, and school division policies on the mainstreaming of children with a variety of disabilities.

The responsibility of our Faculty, then, is to prepare our students to be effective classroom teachers who are able to meet a continuously changing set of challenges.

Dr. John J. Stapleton, Dean of the Faculty of Education, has appointed a Task Force on Initial Teacher Education Programs (TITEP) to review the B.Ed. degree program and to make recommendations for changes to the program to Faculty Council in the Fall of 1990.

Consistent with its mandate, TITEP has identified a list of issues under three broad categories:

1. program goals,
2. program content and graduation requirements, and
3. method of delivery.

The following section is a brief description of some of the major issues that fall under these broad headings. This description is to provide the reader with some understanding of the scope and complexity involved in the issues. We do not presume to have covered every possible issue, and there may be some facet of initial teacher education which we have not mentioned and which you would like to bring to the attention of the committee. Your consideration of the issues discussed in this paper, or any other issues you wish to present, would be appreciated.

1. Program Goals

In the Fall of 1987, Faculty Council approved a statement developed by the Undergraduate Program Review and Development Committee as follows:

IMAGE OF THE PROFESSIONAL TEACHER

The role of the teacher required for the future is complex. We accept that the teachers of the future cannot be taught all that they need to know for the rest of their careers. Their education must provide them with attitudes and skills to assist them to continue to learn for their entire careers. With this in mind, we believe that future teachers should have the following characteristics:

Responsible teachers are active learners. They demonstrate commitment to the belief that the pursuit, acquisition, application, and dissemination of knowledge is fundamental to their own intellectual growth and that of the children they teach. Through personal initiative and enthusiasm for learning; through the practical skill of translating knowledge into current contexts and practices, active learners provide a positive model for children and professional colleagues alike.

Responsible teachers are knowledgeable in specific disciplines and are also generally well informed. Knowledge of the disciplines goes beyond the ability to retain factual information. Teachers must have a sound understanding of the structure of the disciplines and the use of these structures in school curriculum. The structure includes the major concepts and generalizations of the discipline as well as the methods by which new knowledge is generated. These understandings assist the teacher in making pedagogical decisions for student learning. In addition, teachers need to be aware of the world around them and to relate that world to the experiences and learning of their students.

Responsible teachers have a strong pedagogical knowledge base. They have a command of the basic concepts of growth and development and of the principles of learning and instruction. They are cognizant of alternative approaches to schooling and of their social context within which schooling takes place.

Responsible teachers demonstrate their knowledge in teaching settings. Knowledge of the structure of the disciplines is revealed as they plan learning experiences for their students. General knowledge is evident as they plan learning experiences for their students. Pedagogical knowledge is expressed in the creation and maintenance of student interest in learning through the use of appropriate resources and a variety of instructional techniques.

Responsible teachers organize and manage the learning environment effectively. They evaluate the learners' progress, diagnose errors, plan, and implement experiences which enable learners to overcome difficulties.

Responsible teachers display decision-making procedures which are effective, rational, and fair; they promote decision making which consider feelings as well as intellect. Effective decisions are timely; rational decisions are based on knowledge; and fair decisions reflect the information and alternatives available. Responsible teachers are aware that alternatives are influenced by personal as well as cultural beliefs and values. Responsible teachers are role models for decision making. They reflect upon, evaluate, and assume responsibility for their personal, professional and academic decisions.

Questions

1.1 *Is this vision of the professional teacher appropriate to meet the needs of our students and the schools of Manitoba? Can we develop a program which is consistent with both our vision and our resources? Does the achievement of this vision require the use of particular models of teaching in Faculty programs?*

1.2 *Our graduates will obtain teaching positions in a variety of different environments and different school systems having differing classroom populations. Should we (can we) prepare them for all of the possibilities?*

A person admitted to our Faculty has taken the first steps on the long road to being a professionally competent teacher. From being an aspirant to the profession, such an individual will become, in turn, a student teacher, a beginning or novice teacher, and ultimately an expert pedagogue. This is a process of development, and our B.Ed. degree program has to be particularly mindful of the stages that an individual goes through so he/she moves from being an aspirant to a beginning teacher.

1.3 *To what extent does/should our B.Ed. degree program match the developmental needs of our students?*

1.4 *What impact do peers have on the development of appropriate knowledge, skills, and attitudes of student teachers? To what extent does/should our program build on the opportunities provided by peer relationship?*

1.5 *How can we use the concept of student cohorts to increase the sense of identify our students have with the Faculty of Education?*

Presently, the Faculty has many more applicants with minimum entrance requirements or better than can be admitted into B.Ed. programs in any given year.

Students are admitted to the four-year B.Ed. program on the basis of high school averages with the minimum acceptable average varying from year to year according to the number of applicants and the number of spaces available. Concern has been expressed that this may not be an equitable measure for all applicants, since there may be an inconsistency in the grading standards used in different high schools.

Students are admitted to the After-Degree B.Ed. program on the basis of holding a baccalaureate degree and on the results of an evaluation on the following criteria: GPA, experience with children and in leadership capacities, writing ability, references, and in-person interviews.

Through its Education program at the Winnipeg Education Centre, the Faculty prepares members of aboriginal and recent immigrants groups for teaching, and steps have been taken during the past two years to make the Faculty of Education building accessible to the physically disabled. However, while our student population is diverse, it does not reflect the population mix of Manitoba.

Upon entry into the Faculty (and during the course of their studies), students receive registration assistance in the Office of the Dean. Concern has been expressed that students may require more information about course program and content.

1.6 *What should be the admission requirements for the B.Ed. programs? Should we continue to have different admission requirements for students entering different Bachelor of Education degree routes?*

1.7 *Would admission into the Faculty of Education after completion of one year course work in another academic unit (for example, the Faculty of Arts) enable us to achieve greater equity in the admissions process? Would this year also enable us to obtain a more rational proportion of students in the various streams of the program and secondary subject areas?*

1.8 *What policies and procedures would facilitate the admission of more students from groups currently under-represented in the Faculty?*

1.9 *How could academic advising be carried out more effectively? What should be the role of faculty members in this process?*

2. Program Content and Graduation Requirements

A survey of the most recent writing on teacher education suggests that in broad terms, it is a task that includes five components:

1. A broad general education.
2. Specialized training in one or at most two subjects, especially in the case of secondary teachers.
3. An understanding of educational issues, including such things as the role and responsibilities of the teacher, educational theory, the social context of education, and so on.
4. Pedagogical skills, both general and specific.
5. Useful and worthwhile experiences in schools.

(*Osborne Report*, p. 14)

Our current programs include all these components, although there is likely to be some disagreement among faculty as to whether the appropriate proportions of time are spent on each of these components.

Presently, the Bachelor of Education program is offered through five different routes:

1. the four-year Bachelor of Education program (Elementary and Secondary Streams at the Fort Garry Campus, Elementary only at the Winnipeg Education Centre[3]);

2. the two-year After Degree Bachelor of Education program;

3. the Integrated Bachelor of Music/Bachelor of Education program;

4. the Bachelor of Education program integrated with Red River Community College.

Additionally, since 1971, there has been an agreement between the University of Manitoba and the University of Winnipeg such that their students in the four-year B.Ed. program and the After Degree program complete their final year (certification year) at the University of Manitoba.

The current content of these programs is included in Appendix A, a summary of the proportion of Education and non-Education courses is as follows:

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[3] The Bachelor of Education program offered at the Winnipeg Education Centre has an emphasis on teaching in the inner-city.

Table A.1

Table of Education and Non-Education Credit Hours in the B.Ed. Programs

Program	Credit Hours of Education	Credit Hours of Non-Education	Total Credit Hours
B.Ed. (Secondary)	47	72	120
B.Ed. (Elementary)	60	60	120
B.Ed./B.Mus.	45	132	177
B.Ed. UM/RRCC-Voc.	36	102	138
B.Ed./Hum.Ecology	45	114	159

In the B.Ed. (Secondary Stream), 30 credit hours of non-Education courses in the major teaching subject are required. (Exceptions are Biology which requires 36 credit hours and Art which requires 56 credit hours.) For a minor teaching subject, 18 credit hours of non-Education courses are required. (Exceptions are Biology which requires 24 credit hours, Art which requires 30 credit hours, and Mathematics which requires 21 credit hours.)

In the B.Ed. (Elementary Stream) 18 credit hours of non-Education courses in the major teaching subject are required. (Exceptions are Art which requires 36 credit hours and Physical Education which requires 23 credit hours.) For a minor teaching subject, 12 credit hours of non-Education courses are required. (Physical Education is an exception which requires 18 credit hours.)

Within the B.Ed. program, some specific elective Education courses are required for specific teaching majors and minors. For example, 81.399, Principles of Classroom Instruction, (recently renumbered 81.317), is required by Secondary Stream students with majors or minors in the Natural Sciences, Mathematics, Human Ecology, Physical Education and Computer Science; in addition, 81.302, Topics in Mathematics Education, is required by those with majors or minors in Mathematics at the Secondary level; and those Elementary Stream students with majors or minors in Art require 63.217, Art Workshop, as an Elective.

Additionally, the *Osborne Report* suggests that what we have at present is a collection of courses, rather than a coherent program.

Questions

2.1 What program content should be required of all students and why?

2.2 To what extent should program content be consistent across all programs?

2.3 What program content, if any, should be considered elective?

2.4 What scope, sequence, and weighting of program elements are most desirable?

At present, within the required Education courses, a considerable proportion of the time is allocated to practicum or school-based experiences. No other area epitomizes the diversity of opinion in teacher education than does the area of the practicum. In view of this diversity of opinion, we pose the following questions:

2.5 *In an initial teacher education program, what are the purposes and roles of the following:*

  2.5.1 *the initial practicum in the schools,*

  2.5.2 *microteaching experiences, and*

  2.5.3 *field experiences in general.*

2.6 *What do we expect of students, university personnel and school personnel with respect to school-based experiences?*

Although there appears to be less controversy over the non-Education course requirements in our B.Ed. program, there is a need to consider their role in any reorganization.

2.7 *Should there be a liberal arts component for students in all programs? Should it be completed prior to acceptance into the Faculty of Education?*

2.8 *Should subject specialization be increased, decreased or remain unchanged in all the programs (including elementary stream students)?*

3. Method of Program Delivery

As previously stated, the Faculty offers a B.Ed. degree through the following options:

1. four-year Bachelor of Education program,
2. two-year After-Degree Bachelor of Education program,
3. an integrated Bachelor of Education/Bachelor of Music program,
4. an integrated Bachelor of Education/B. Human Ecology program, and
5. an integrated program with Red River Community College.

The *Osborne Report* recommends the Faculty consider the following additional programs:

1. an integrated program with the Faculty of Physical Education,
2. an integrated program with the Faculty of Arts, and
3. an integrated program with the Faculty of Science.

In addition, the *Osborne Report* refers to the possibility of a Pre-Service (Pre-Education) year with courses taken from specified Faculty groups prior to admission into the four-year B.Ed. program.

Any recommendations to modify the four-year B.Ed. and/or After-Degree B.Ed. programs must take into account the existing agreement with the University of Winnipeg which requires that the certification year be offered by the Faculty using a 2:1 ratio of students from each of the Universities of Manitoba and Winnipeg.

Consideration for each of these program options, or clusters of options, must take into account that our resources have been declining and may continue to do so. It should be noted that all program options require administrative supports but that some options may be more demanding of administrative supports than others.

It seems clear that suggestions regarding reorganization are linked closely with what individual faculty members think about the goals of the initial teacher education program and what content and experiences should be emphasized. At the same time, there are also important organizational and administrative concerns that should not be overlooked because of the important resource implications these options have as to whether we can successfully carry out the various program options under consideration.

Questions

3.1 *Given the constraint of resources, what program option(s) should be offered?*

3.2 *Do present joint programs or inter-institutional arrangements require adjustment?*

3.3 *Should integrated programs be developed with the Faculties of Arts, Science, and Physical Education?*

The *Osborne Report* recommends (No. 12) replacing the existing division between Elementary and Secondary Education with a division among Early Years, Middle Years and Senior Years Education. Such a division would require a significant increase in resources.

Questions

3.4 *Should the Faculty move to Early Years, Middle Years, Senior Years streams in all programs? Would students be required to take courses in one, or more than one, stream?*

3.5 *How should we propose to mount the additional stream if present resources remain unchanged?*

The above statements and questions are not intended to be definitive, but rather to be representative of the type of issues and questions that arise as a result of the plan to reorganize the Bachelor of Education program(s). We trust the discussion is helpful to you in planning your own response, but emphasize that the discussion need not be confined to the issues we have identified.

In conclusion, we would ask all faculty members to recognize that the Committee, through this paper, is attempting to synthesize a wide diversity of opinion as to what changes are required in the goals, content and delivery of the program. We would urge you to participate actively in the process, recognizing that in the development of a final draft some degree of compromise may be necessary both as a result of diversity of opinion and as a result of resource limitations.

BACHELOR OF EDUCATION DEGREE PROGRAM: ELEMENTARY STREAM

NON-EDUCATION REQUIREMENTS
A minimum of 60 credit hours in Non-Education courses is required, including a minimum of 18 cr. hrs. in the teaching MAJOR and a minimum of 12 cr. hrs. in the teaching MINOR. Exceptions to this are: ART and PHYSICAL EDUCATION as teaching MAJORS or MINORS. (See University General Calendar requirements.)

- In the above number of required credit hours in Non-Education courses, Elementary students are required to complete at least one full or two half courses in each of the five following categories:

1. English or French
2. Humanities (Anthropology, Classics, Economics, Fine Arts, Foreign and Native Languages, Geography, History, Music, Philosophy, Political Studies, Psychology, Religion, Sociology)
3. Natural Sciences (Biology, Astronomy, Botany, Chemistry, Geological Sciences, Physics, Zoology, 71.130 General Science for Teachers is recommended).
4. Canadian Studies (See Faculty of Education, University General Calendar)
5. Mathematical Studies (Mathematics, Statistics) (13.228 recommended for those who do not have MATH as a teaching MAJOR OR MINOR).

TEACHABLE SUBJECTS
Art*
Biology
Chemistry
English
French
General Sciences
Geography
Geological Sciences
German
History
Hebrew
Italian
Judaic Studies
Mathematics
Music*
Native Language
Physical Education
Physics
Theatre
Ukrainian

*In order to take courses from the Schools of Fine Arts and Music, undergraduate students must first get permission from those schools before having the course approved by the Faculty of Education and registering for the course.

SPECIAL NOTES:
1. 500 level courses may NOT be taken for credit in this degree.
2. Where Education Electives are indicated on the chart below, any courses at the 100, 200, 300, or 400 level may be used, (check for prerequisites). Course numbers do not define the year in which the course may be taken.
3. In the Non-Education component, a maximum of 6 introductory courses are permitted.

FIRST YEAR	SECOND YEAR	THIRD YEAR	CERTIFICATION - FOURTH YEAR
Social Foundations of Education 116.101 3	Psychology of Learning & Instruction 43.202 3	School Organization 116.301 3	Curriculum & Instruction: Math & Natural Sciences 81.402 6
Seminar & School Experience I 3	Seminar & School Experience II 3	Microteaching Practicum OR Seminar & School Experience III 3	
Non-Education 6	Education Elective 3	Education Elective 3	Curriculum & Instruction: Humanities & Social Sciences 63.402 6
	Education Elective 3	Education Elective 3	
Non-Education 6	Non-Education 6	Non-Education 6	Student Teaching 81.401 9
Non-Education 6	Non-Education 6	Non-Education 6	Education Elective 3
Non-Education 6	Non-Education 6	Non-Education 6	Education Elective 3 Education Elective 3

UNIVERSITY OF MANITOBA
Bachelor of Education
ELEMENTARY STREAM CHECKLIST

NAME: ______________________

Student # ______________

A. TEACHING MAJOR: ______________________
(min. 18 credit hours)

Course #	C/R/T	Credit Value

B. TEACHING MINOR: ______________________
(min. 12 credit hours)

Course #	C/R/T	Credit Value

C. NON-EDUCATION ELECTIVES (From Faculties other than Education) (usually 30 credit hours)

Course #	C/R/T	Credit Value
Total credits in A, B, C.		

Total # of credits in A, B, C at Intro. level (max. 6) ______

ELEMENTARY STREAM STUDENTS are required to complete AT LEAST one full course (or 2 half courses) in each of the following categories, therefore choose courses for A, B, C, with this in mind.

Category*	Course #	C/R/T	Credit Value
English or French			
Humanities			
Natural Sciences			
Canadian Studies			
Mathematics or Statistics			

(* for courses in each category see reverse.

D. REQUIRED EDUCATION COURSES
(18 credit hours)

Course #	C/R/T	Credit Value
116.101 Soc. Fnds. of Educ.		
81.101 Seminar & School Exp.I		
43.202 Psychology of Learning		
81.201 Seminar & School Exp.II		
116.301 School Organization		
81.301 Micro [ ] or 81.316 SSE III [ ]		
Total credits in D.		

E. EDUCATION ELECTIVES
(12 credit hours)

Course #	C/R/T	Credit Value
Total Credits in E.		

F. CERTIFICATION YEAR EDUCATION COURSES
Required courses as listed: 21 credit hrs.] 30 cr.
Education electives 9 credit hrs.] hours.

Course #	C/R/T	Credit Value
63.402 [ ] C&I (CHSS)		6
81.402 [ ] C&I (CHMS)		6
81.401 [ ] Student Teaching		9
Total Credits in F.		

Comments: ______________________

A student must complete A, B, C, D, E, before entering Certification year. It is recommended that some/all of the Education electives required for Certification Year be completed prior to formally entering Certification Year in order to lighten the Certification Year load.

C: Credit
R: Year registered
T: Transfer of credit

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rev. Jan./90

BACHELOR OF EDUCATION DEGREE PROGRAM: SECONDARY STREAM

NON-EDUCATION REQUIREMENTS

72 credit hours in Non-Education courses is required, including a minimum of 30 credit hours in the teaching MAJOR, and a minimum of 18 credit hours in the teaching MINOR. Exception: A minimum of 51 credit hours is required to complete the ART teaching major and a minimum of 20 credit hours to complete the ART minor.

TEACHABLE SUBJECTS

Art
Computer Science
General Science
History
Physical Education**
Theatre
Biology
English
Geography
Mathematics
Physics
Ukrainian
Chemistry
French
German
Music*
Spanish

* As MINOR only. Those who wish to teach Music as a MAJOR must enroll in the B.Ed./B.Music Integrated Program. A Major is available to those holding a B.Mus. through the A.D.B.Ed. Program.

** To receive a B.Ed. Degree with Physical Education as a teaching MAJOR or MINOR in the SECONDARY Stream, a Physical Education Degree is required prior to entering the After-Degree B.Ed. Program.

SPECIAL NOTES:

1. 500 level courses may NOT be taken for credit in this degree.
2. Where Education Electives are indicated on the chart below, any courses at the 100, 200, 300, or 400 level may be used, (check for prerequisites). Course numbers do not define the year in which the course may be taken.

FIRST YEAR	SECOND YEAR	THIRD YEAR	CERTIFICATION - FOURTH YEAR
Social Foundations of Education 116.101 3	Psychology of Learning & Instruction 43.202 3	School Organization 116.301 3	Curriculum & Instruction Secondary I 3
Seminar & School Experience I 3	Seminar & School Experience II 3	Microteaching Practicum OR Seminar & School Experience III 3	Curriculum & Instruction Secondary II 3
Non-Education 6	Non-Education 6	Non-Education 6	Student Teaching 63.401 9
Non-Education 6	Non-Education 6	Non-Education 6	Education Elective 3
Non-Education 6	Non-Education 6	Non-Education 6	Education Elective 3 Education Elective 3
Non-Education 6	Non-Education 6	Non-Education 6	Education Elective 3 Education Elective 3

UNIVERSITY OF MANITOBA
Bachelor of Education
SECONDARY STREAM CHECKLIST

NAME: ____________________

STUDENT # ____________________

A. TEACHING MAJOR: ____________________
(min. 30 credit hours)

Course #	C/R/T	Credit Value

B. TEACHING MINOR: ____________________
(min. 18 credit hours)

Course #	C/R/T	Credit Value

C. NON-EDUCATION ELECTIVES: From Faculties other than Education (usually 24 credit hours)

Course #	C/R/T	Credit Value
Total credits in A, B, C.		

A student may choose to complete 2 teaching Majors or 1 Major and two Minors, rather than the usual 1 teaching Major and 1 teaching Minor. This will reduce the number of courses appearing on this chart as non-Education electives.

D. REQUIRED EDUCATION COURSES
(18 CREDITS)

Course #	*C/R/T	Credit Value
116.101 Soc. Foundations of Educ.		
81.101 Seminar & School Exp. I		
43.202 Psychology of Learning		
81.201 Seminar & School Exp. II		
116.301 School Organization		
81.301 Micro [ ] 81.316 SSE III [ ]		
Total credits in D		

E. CERTIFICATION YEAR EDUCATION COURSES
(Required courses as listed: 15 credit hrs.]
(*Education electives: 15 credit hrs.] 30 credits

Course	*C/R/T	Credit Value
63.403 [ ] or 81.403 [ ] C&I 1		3
63.404 [ ] or 81.404 [ ] C&I 2		3
63.401		9
Total Credits in E		

Comments:

A student must complete A, B, C, D before entering Cerfitication Year (4th Year).

*It is recommended that some/all of the Education Electives required for Certification Year be completed prior to formally entering Certification Year, in order to lighten the Certification Year load.

C: Credit
R: Year registered
T: Transfer

rev. 1/90

INTEGRATED FIVE YEAR BACHELOR OF EDUCATION - MUSIC DEGREE PROGRAM (177 CR HRS)

Year 1 (33 cr hrs) (1st year Music)	Year 2 (39 cr hrs) (1st year Education)	Year 3 (39 cr hrs) (2nd year Education)	Year 4 (39 cr hrs) (3rd year Education)	Year 5 (27 cr hrs) (4th year Education)
History of Music I 33.100 6	History of Music II 33.206 3	History of Music IV 33.316 3	Major Practical Study 33.447 6	Curriculum & Instruction - Secondary I or II 63.403 or 63.404 3
Theory of Music I 33.111 3	History of Music III 33.207 3	History of Music V 33.317 3	Ensemble 33.461 3	** Area of Specialization 3
Theory of Music II 33.112 3	Theory of Music III 33.211 3	Theory of Music V 33.333 3	** Area of Specialization 9	Student Teaching 63.401 9
Aural Skills I 33.135 3	Theory of Music IV 33.212 3	Theory of Music VI 33.334 3	63.403 or 63.404 C&I-Sec I or II 3	*** Education Electives 12
Keyboard Skills I 33.136 or 137 3	Aural Skills II 33.235 3	Major Practical Study 33.347 6	* Non Music 9	
Major Practical Study 33.140 6	Keyboard Skills II 33.236 or 237 3	Ensemble 33.361 3	Psychology of Learning & Instruct. 43.202 3	
Ensemble 33.161 3	Major Practical Study 33.240 6	** Area of Specialization 9	School Organization 116.301 3	
Non Music English 4.120 6	Conducting 33.246 3	* Non Music 3	Seminar & School Experience III or Microteaching 81.301 3	
	Ensemble 33.261 3	Social Foundations of Education 116.101 3		
	* Non Music 6	Seminar & School Experience II 81.201 3		
	Seminar & School Experience I 81.101 3			

NAME: ________________

STUDENT NO. ________________

DATE:

Program Representatives:

Dr. L. Patterson	474-9066
Dr. R. B. Wedgewood	474-9465

Student Advisors:
Faculty of Education 474-9004

COMMENTS:

* Second Teachable Area
** From an Approved List
*** To be compatible with requirements of the teachable areas

rev. 10/89

INTEGRATED BACHELOR OF EDUCATION/HUMAN ECOLOGY PROGRAM

Circled courses are now complete

Total 159 hr.

YEAR 1 36hr	YEAR 2 36hr	YEAR 3 30hr	YEAR 4 30hr	YEAR 5 27hr
CHEMISTRY 2.123 6	SOCIAL FOUNDATIONS OF EDUCATION 116.101 3	PSYCH. OF LEARNING & INSTRUCTION 43.202 3	SCHOOL ORGANIZATION 116.301 3	CURRICULUM & INSTRUCTION 81.403 3
	SEMINAR & SCHOOL EXPERIENCE I 81.101 3	SEMINAR & SCHOOL EXPERIENCE II 81.201 3	MICROTEACHING 81.301 OR SEM. & SCHOOL EXP. III 81.316+ 3	CURRICULUM & INSTRUCTION 81.404 3
PSYCHOLOGY 17.120 or SOCIOLOGY 77.120 6	BIOLOGY 71.125 6	ISSUES IN HUMAN ECOLOGY 28.309 3	HUMAN ECOLOGY ELECTIVE 3	STUDENT TEACHING 63.401 9
		FOOD STUDY & MANAGEMENT 30.211 3	HUMAN ECOLOGY ELECTIVE 3	
INTRO. NUTRITION 30.117 3	APPAREL DESIGN 64.101 3	APPAREL DESIGN CONSTRUCTION 64.215 3	HUMAN ECOLOGY ELECTIVE 3	
INTRO. FOODS 30.119 3	FAMILY FINANCIAL MANAGEMENT 62.207 3	ENVIRONMENTS FOR LIVING 62.272 3	HUMAN ECOLOGY ELECTIVE 3	PRINCIPLES OF CLASSROOM INST. 3
HUMAN DEVELOPMENT IN THE FAMILY 62.101 3	FAMILY NUTRITION 30.304 3	FREE ACADEMIC ELECTIVE * 6	HUMAN ECOLOGY ELECTIVE 3	EDUCATION ELECTIVE ** 3
FAMILY MANAGEMENT PRINCIPLES 62.142 3	HUMAN NEEDS IN THE NEAR ENVIRONMENT 28.101 3		HUMAN ECOLOGY ELECTIVE 3	EDUCATION ELECTIVE 3
TODAY'S TEXTILES 64.102 3	COMMUNICATIONS 28.204 3	FREE ACADEMIC ELECTIVE * 6	HUMAN ECOLOGY ELECTIVE 3	EDUCATION ELECTIVE 3
FUNDAMENTALS OF DESIGN 28.102 3	INTRO TO RESEARCH 28.205 3		TOPICS IN HOME EC. EDUCATION 81.304 3	
ECONOMICS 18.120 6	HUMANITIES: See Arts section of the General Calendar 6	SUMMER SESSION WORK		

NAME ____________________

STUDENT NO. ____________________

DATE ____________________

CONTACT REPRESENTATIVES:
HUMAN ECOLOGY:
Faculty Rep: 474-9375
Student Advisor: 474-9298

EDUCATION:
Dr. B. Nelson: 474-9052
Student Advisor: 474-9004

COMMENTS

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* See Student Advisor or Comprehensive Chairperson, Human Ecology, for a list of recommended courses.
** Reading in Secondary Schools, 63.303, or Reading in Elementary Schools, 63.310, highly recommended.
+ Offered on a limited basis.

Circled courses are
complete and appear
on transcript.

Integrated Program U of M/RRCC
Bachelor of Education Degree Program
VOCATIONAL TEACHER EDUCATION
(RELATED OCCUPATIONS BLOCK)

FIRST YEAR RRCC 30hr	SECOND YEAR RRCC 39hr	THIRD YEAR U of M Education 33hr	FOURTH YEAR U of M Education 30hr
B23-V101 Work Recog. Year	B23-E204 (114.020) Educ. Testing & Evaluation 3	Social Foundations of Educ. 116.101 3	Communications 63.202 3
	B23-E103 (114.031) Audio Visual Education 3	School Organization 116.301 3	Intro to Mental Retardation 43.304 or*Curriculum & Instr. 3
	B23-E201 (114.032) Org. Industrial Educ. Fac. 3	Academic Second Teachable 6	Academic Second Teachable 6
	B23-E203 (114.033) Course Devel. in Indust. Ed. 3		
	B23-E105 (114.054) General Teaching Methods I 3	English Composition 4.091 3	Academic Second Teachable 6
	B23-T202 (114.041) Student Teaching 9	Vocational Education Block Select two 3 hr courses from below 3 3	Academic Second Teachable 6
		RELATED OCCUPATIONS BLOCK Independent Study 81.399 3	
	B23-E205 (114.055) General Teaching Methods II 3	Media Production 81.405 3	Vocational Education (See Dr. Cap) 81.4XX 81.3XX 3 3
	B22-E206 (114.057) Educational Psychology 3	Education Elective 3	
	B23-E202 (114.059) Principles of Indust. Educ. 3	Education Elective 3	
	B23-E301 (114.061) Independent Study 3		
	B23-E302 (114.068) Independent Study 3		

*Curriculum & Instruction to
be approved in writing by
Maureen Atkinson

VOCATIONAL EDUCATION BLOCK

Two must be completed from:
81.205 Planning & Management
81.208 Problems & Trends
81.217 Bus. & Indust. Ent.
81.309 Principles & Methods of Coop. Work Educ.

NAME ____________________

STUDENT NO ____________________

DATE ____________________

Program Advisor U of M:
Maureen D. Atkinson
Faculty of Education
474-9003

COMMENTS

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Approved Second Teachables

- Art
- Comp. Sc.
- Gen. Sc.
- History
- Music
- Theatre
- Biology
- English
- Geography
- Judaic St
- Physics
- Ukrainian
- Chemistry
- French
- German
- Math
- Spanish

AFTER-DEGREE B.ED. DEGREE PROGRAM

ELEMENTARY STREAM

FIRST YEAR	SECOND YEAR
School Organization 116.301 3	Curriculum & Instruction: Math & Natural Sciences 81.402 6
Microteaching Practicum 3	
Education Elective 3	Curriculum & Instruction: Humanities & Social Sciences 63.402 6
Education Elective 3	
Education Elective 3	Student Teaching 81.401 9
Education Elective 3	
Social Foundations of Education 116.101 3	
Seminar & School Experience I 3	Education Elective 3
Psychology of Learning & Instruction 43.202 3	Education Elective 3
Seminar & School Experience II 3	Education Elective 3

SECONDARY STREAM

FIRST YEAR	SECOND YEAR
School Organization 116.301 3	Curriculum & Instruction Secondary I 3
Microteaching Practicum 3	Curriculum & Instruction Secondary II 3
Social Foundations of Education 116.101 3	Student Teaching 63.401 9
Seminar & School Experience I 3	
Psychology of Learning & Instruction 43.202 3	
Seminar & School Experience II 3	Education Elective 3
Non-Education or 2 Education Electives 6	Education Elective 3
	Education Elective 3
Non-Education or 2 Education Electives 6	Education Elective 3
	Education Elective 3

APPENDIX B

BACHELOR OF EDUCATION:
PROGRAM REGULATIONS

BACHELOR OF EDUCATION: PROGRAM REGULATIONS

Admission Requirements

Admission to the Bachelor of Education degree is possible following the completion of a minimum of 90 credit hours from a recognized institution with an appropriate combination of "liberal arts" courses (a breadth requirement) and a combination of courses appropriate to a career in the teaching profession (a depth requirement). The Faculty of Education prepares students for careers in teaching in three streams, as recommended for the schools of Manitoba, namely: the **Early** years, the **Middle** years, and the **Senior** years. The admission requirements to the Faculty of Education are similar for each stream, but variations in the course work required for admission to each stream do exist to reflect the different teaching responsibilities for teachers in each of the three streams. The differences are to be found in the courses required to satisfy the specialized subject matter requirement for each of the three streams. The details of the admission requirements for each of the streams are as follows:

1. "Liberal Arts" (or breadth) Requirements

ALL Applicants to the Faculty of Education must meet the following requirements:

Complete a minimum of 6 credit hours from each of the **Humanities, Social Sciences, Sciences**, and **Mathematics** categories.

These twenty-four credit hours must conform to the following pattern:

-- Humanities: Six credit hours from the approved courses in the Humanities;
-- Social Sciences: Six credit hours from the approved courses in the Social Sciences;
-- Sciences: Six credit hours from the approved courses in Natural Sciences;
-- Mathematics: Six credit hours from the approved courses in Mathematics.

A listing of the Departments (for the University of Manitoba) which offer courses which satisfy these requirements can be found in Appendix B-1.

2. Specialized Subject Matter (or depth) Requirements

In addition to the "liberal arts" requirement ALL applicants also must have completed the course requirements as specified for their stream of choice (Early, Middle or Senior Years Stream) or for the description of Specialist Teachers in the Middle Years Stream; these specific requirements are set out in the following sections, numbered 2.1, 2.2, 2.3 and 2.4 respectively; in addition the details relating to the course requirements for the teaching majors and teaching minors for all curriculum areas are provided in Appendices B-2, B-3,and B4.

.1 Early Years Stream (refers to Grades K - 4, inclusive)

.1 In addition to the requirement to hold courses from the four categories (1 above), the applicant must hold 60 credit hours in sequences of courses in **three** areas designated as TEACHABLE AREAS (or **two** teachable areas plus **one** ancillary area) by the Faculty of Education. The list of teachable areas for the Early Years Stream is as follows:

.1 Expressive Arts
.2 French
.3 Aboriginal, Heritage or World Languages (Cree, German, Spanish, Ukrainian, etc.)
.4 Language Arts
.5 Mathematics
.6 Physical Education
.7 Science
.8 Social Studies

In addition to the eight teachable areas listed above, the following ANCILLARY areas of study related to education satisfy, for the purpose of ADMISSIONS, the requirements of teachable areas. (NOTE: Although the ancillary areas satisfy the teachable area requirement for admission purposes, these ancillary areas are not recognized teachable areas within the Public School system of Manitoba and the Faculty currently does not offer Curriculum and Instruction courses in these areas).

.9 Child Studies
.10 Native Studies
.11 Religious Studies

The number of credit hours and the level of these credit hours necessary for recognition as teaching majors or teaching minors in the above teachable areas, or ancillary areas, are set out in Appendix B-2.

.2 The courses included in the teachable areas must include the following pattern of courses:

.1 One TEACHING or ANCILLARY major (30 or 36 credit hours) consisting of a sequence of approved courses from one of the teachable or ancillary areas in 2.1.1 above with a minimum of one course at the 300 level.

.2 Two TEACHING minors (or one teaching minor plus one ancillary minor) consisting of sequences of approved courses from two of the teachable or ancillary areas in 2.1.1 above (but different from the major):
- Minor #1 to consist of 18 or 12 credit hours of approved courses with a minimum of 6 credit hours at the 200 level;
- Minor #2 to consist of 12 credit hours of approved courses.

.2 Middle Years Stream (refers to Grades 5 - 8, inclusive)

.1 In addition to the requirement to hold courses from the four categories (1 above), the applicant must hold 60 credit hours in a sequence of courses in **three** areas designated as TEACHABLE AREAS (or **two** teachable areas plus **one** ancillary area) by the Faculty of Education. The list of teachable areas for the Middle Years stream is as follows:

.1 Art
.2 English
.3 French

.4 Aboriginal, Heritage or World Languages (Cree, German, Spanish, Ukrainian, etc.)
.5 Home Economics
.6 Design Technology (program taken in conjunction with Red River Community College)
.7 Mathematics
.8 Music
.9 Physical Education
.10 Science
.11 Social Studies
.12 Drama (including Theatre)

In addition to the teachable areas listed above, the following ANCILLARY areas of study related to education satisfy, for the purposes of ADMISSION, the requirements of teachable areas. (NOTE: Although the ancillary areas satisfy the teachable area requirements for admission purposes, the ancillary areas are not recognized teachable areas within the Public School system of Manitoba and the Faculty of Education does not offer Curriculum and Instruction courses in these areas).

.13 Computer Science
.14 Native Studies
.15 Religious Studies
.16 Child Studies.

The number of credit hours and the level of these credit hours necessary for recognition as teaching majors or teaching minors in the above teachable areas, or ancillary areas, are set out in Appendix B-3.

.2 The courses included in the teachable areas must include the following pattern of courses:

.1 Three teachable areas (including the ancillary areas), **ONE** of which (the major or the minor #1 of not less than 18 credit hours) must be from Art, Language Arts, Social Studies, Mathematics, or Science;

.2 One TEACHING or ANCILLARY major (30 or 36 credit hours) consisting of a sequence of approved courses from one of the teachable (or ancillary) areas in 2.2.1 above with a minimum of one course at the 300 level.

.3 Two TEACHING minors (or one teaching minor and one ancillary minor) consisting of sequences of approved courses from two of the teachable areas in 2.2.1 above. Minor #1 of 18 or 12 credit hours; minor #2 of 12 credit hours.

.3 Senior Years Stream (refers to Grades 9 - 12, inclusive)

.1 In addition to the requirement to hold courses from the four categories (1.1 above), the applicant must hold 60 credit hours in a sequence of courses in **TWO** or **THREE** areas designated as teachable areas by the Faculty of Education. The list of teachable areas for the Senior Years is as follows:

.1 Art
.2 Biology
.3 Chemistry
.4 Computer Science
.5 English
.6 French
.7 General Science
.8 Geography
.9 Aboriginal,Heritage or World Languages (Cree, German, Spanish, Ukrainian, etc.)
.10 History
.11 Home Economics
.12 Mathematics
.13 Music
.14 Physical Education
.15 Physics
.16 Drama (including Theatre)
.17 Design Technology

The number of credit hours and level of courses required in each of the teachable major and minor areas as set out above are identified in Appendix B-3.

.2 The courses included in the teachable areas must correspond to ONE of the following patterns of courses:

.1 One TEACHING major (36 credit hours) plus one TEACHING minor (24 credit hours consisting of a sequence of approved courses from the teachable areas in 2.3.1 above, OR,

.2 One TEACHING Major (30 credit hours) plus a TEACHING minor (30 credit hours) consisting of a sequence of approved courses from the teachable areas in 2.3.1 above, OR,

.3 One TEACHING Major (30 credit hours) plus one TEACHING Minor (18 credit hours) plus a second TEACHING minor (12 credit hours) consisting of a sequence courses from the teachable areas in 2.3.1 above.

.4 Specialist Teachers in the Early or Middle Years Streams

.1 In addition to the specialized subject matter preparation for each of the Early, Middle and Senior Years Streams as set out above, students who wish to qualify as "specialist" teachers in the Early or Middle Years, may opt to satisfy the subject matter specialization requirements by preparing with a modest "specialization" in the following subject areas:

- ABORIGINAL, HERITAGE & WORLD LANGUAGES	Early and Middle Years
- ART:	Early and Middle Years
- DESIGN TECHNOLOGY:	Middle Years
- FRENCH:	Early and Middle Years
- HOME ECONOMICS:	Middle Year

- MUSIC: Early and Middle Years
- PHYSICAL EDUCATION: Early and Middle Years.

.2 Students wishing prepare as specialist teachers in the Early or Middle Years Streams must conform to the following requirements:

- To be eligible for admission, students normally would be required to have completed a degree with a major concentration (30 credit hours minimum) in the subject area of specialization. Only one specialization can be accommodated.

- Students wishing to prepare as specialist teachers in any of the specified areas would be required to register in the Early or Middle Years Stream and take the full Early or Middle Years program, with the following program modifications:

  - Students wishing to prepare as specialist teachers in any specialist area, (with the exception of French and the Aboriginal, Heritage or World languages) would not register for the elective in the Early or Middle Years in year 1, but would instead register in the Senior Years C & I course in their designated speciality.

  - Students specializing in French or Aboriginal, Heritage or World languages would register in the Year 1 elective. An elective in French and Aboriginal, Heritage and World Languages would be offered on a regular basis.

  - In Year 2, all students would be required to register in the Senior Years C & I course in their designated speciality, but would be obliged to take this course in addition to the remainder of the program. The consequence of registering in the Senior Years C & I course would be that students in the "specialist" program stream would take an additional 3 credit hours in their program.

Graduation Requirements

To complete the Bachelor of Education degree, a student must meet the following requirements:

1. Meet ALL the course requirements as specified in the section for admission to the Bachelor of Education degree.

2. Complete a minimum of 60 credit hours of required courses and the elective courses as specified for one of the program streams (Early, Middle, Senior Years or the "specialist" option in the Early or Middle Years Streams).

3. Complete the program with a grade point average of not less than 2.0.

APPENDIX B.1

Applicants to the Bachelor of Education program must satisfy the breadth (or "liberal arts") requirement by completing a minimum of six credit hours from each of the Humanities, Social Science, Natural Science, Mathematics categories. The Departments which offer courses in these four categories are listed below. The categorization of the Departments is based upon that commonly used at the University of Manitoba. (Applicants from other Universities should note that they are required to conform to the categorization set out in this appendix.) The Departments/Schools within the four categories are as follows (note: the number in brackets refer to Department codes):

Humanities

- Classics (3)
  - Classical Studies
  - Greek
  - Latin

- English (4)
- Interdisciplinary Studies (99)
- Fine Arts (54)
- French and Spanish (44)

- German (8)
- History (11)
- Icelandic (12)

- Native Studies (32)
  - Native Studies
  - Native Languages

- Near Eastern and Judaic Studies (55)
  - Yiddish

- Philosophy (15)
- Religion (20)

- Slavic Studies (52)
  - Polish
  - Russian
  - Ukrainian

Social Sciences *

- Anthropology (76)
- Clothing and Textiles(64) # Economics (18)
- Family Studies (62)
- Foods and Nutrition (30) #
- Geography (53)
- Linguistics (126)
- Political Studies (19)
- Psychology (17)
- Sociology (77)

Sciences **

- Astronomy (13)
- Biology (71)
- Geological Sciences (7)
- Botany (1)
- Microbiology (60)
- Chemistry (2)
- Physics (16)
- Computer Science (74)
- Zoology (22)

Mathematics

- Applied Mathematics (6)
- Statistics (5)
- Mathematics (13)

* NOTE 1: Students in the Faculty of Human Ecology, School of Music or in the program at Red River Community College may use courses from their major studies to meet the Social Sciences requirement for purposes of admission.

** Note 2: Applicants holding the course 1200-1 Physical Geography from the University of Winnipeg may use that course to satisfy the science requirement for purposes of admission.

# Note 3: Some courses in these Departments may also satisfy the Science requirements for purposes of admission.

APPENDIX B.2

A student in the Early Years stream must complete a teaching major and two teaching minors (one of which may be an ancillary area) totalling 60 credit hours. The number of credit hours and level of courses required in each of the teachable major and minor areas (and the ancillary areas) for ADMISSION to the Early Years stream are as follows:

Language Arts Major: 30 or 36 credit hours in English (minimum 6 credit at the 300 level);

Minor 1: 18 or 12 credit hours in English (minimum 6 credit hours at the 200 level);
Minor 2: 12 credit hours in English.

Mathematics Major: 30 or 36 credit hours in Mathematics &/or Applied Mathematics &/or Statistics (minimum 6 credit hours at the 300 level);

Minor 1: 18 or 12 credit hours in Mathematics &/or Applied Mathematics &/or Statistics (including combinations of courses from both Departments) (minimum 6 credit hours at the 200 level);
Minor 2: 12 credit hours in Mathematics &/or Applied Mathematics &/or Statistics.

Science Major: 30 or 36 credit hours in Science (minimum 6 credit hours at the 300 level);

Minor 1: 18 or 12 credit hours in Science with a minimum of 6 credit hours at the 200 level;
Minor 2: 12 credit hours in Science.

(The credit hour requirements as set out above may including combinations of Science courses from different departments as set out in the Science category in Appendix B.1.)

Social Studies Social Studies is a major teachable area within the Faculty of Education. Because of the importance of this area to prospective students, the Faculty of Education has designated Social Studies as a major TEACHABLE area and has identified the following courses as acceptable in meeting the requirements for this TEACHABLE area. (NOTE: Students from the Faculty of Arts should note that this TEACHABLE area may not qualify as a major or minor for the Faculty of Arts.)

Major: 30 or 36 credit hours of courses as follows:

- a minimum of 6 credit hours in Canadian (or North American) Geography or History, PLUS
- the remaining credit hours from approved courses (or combinations of courses) from the following departments: Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religion, Sociology
  - a minimum of 6 credit hours in any of the above areas must be at the 300 level.

Minor 1: 18 or 12 credit hours as follows: a minimum of 6 credit hours in Canadian (or North American) Geography or History, PLUS

- the remaining credit hours from approved courses (or combinations of courses) from the following departments: Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religion, Sociology

a minimum of 6 credit hours in any of the above areas must be at the 200 level.

Minor 2: 12 credit hours as follows:

- a minimum of 6 credit hours in Canadian (or North American) Geography or History, PLUS
- 6 credit hours of approved courses from the following Departments: Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religion, Sociology

Expressive Arts

Major: 30 or 36 credit hours or combination of hours from Fine Arts (School of Art), Music (School of Music), Drama (Department of Drama or Theatre)

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours or combination of hours from Fine Arts (School of Art), Music (School of Music), Drama (Department of Drama or Theatre)

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours or combination of hours from Fine Arts (School of Art), Music (School of Music), Drama (Department of Drama or Theatre).

French

Major: 30 or 36 credit hours in French;

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in French;

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours of French.

Aboriginal, Heritage or World Languages

Major: 30 or 36 credit hours in an approved language;

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in an approved language;

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours in an approved language.

Physical Education

Major: 30 or 36 credit hours in Physical Education;

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Physical Education;

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours in Physical Education.

ANCILLARY AREAS:

Child Studies

The "Child Studies" sequence in the Early Years Program reflects the view that the teaching of young children requires an understanding of the young child with particular reference to the intellectual, social, emotional and physical development of the child and the influence these factors have on the teaching--learning process and on the organization of instruction. To assist students to develop the appropriate knowledge and attitudes as prerequisites to the study of early years teaching, the Faculty of Education has designated, as a teachable-related ANCILLARY AREA, a "Child Studies" sequence as set out below:

Major: 30 or 36 credit hours as follows:
- 6 credit hours in an introductory or general survey course in Psychology or Human (Child, Adolescent) Development, PLUS
- the remaining credit hours of approved courses (or combination of courses) from the following Departments: Anthropology, Family Studies, Psychology, Sociology;
- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours as follows:
- 6 credit hours in an introductory or general survey course in Psychology or Human (Child, Adolescent) Development, PLUS
- the remaining credit hours from approved courses from the following departments: Anthropology, Family Studies, Psychology, Sociology;
- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours as follows:
- 6 credit hours in an introductory or general survey course in Psychology or Human (Child, Adolescent) Development, PLUS
- the remaining credit hours from approved courses from the following departments: Anthropology, Family Studies, Psychology, Sociology.

Native Studies

Major: 30 or 36 credit hours in Native Studies;
- a minimum of 6 credit hours at the 300 level.

Minor 1: 18 or 12 credit hours in Native Studies;
- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours in Native Studies.

Religious Studies

Major: 30 or 36 credit hours in Religion;
- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Religion;
- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours in Religion.

APPENDIX B.3

A student in the Middle Years stream must complete a teaching major and two teaching minors (one of which may be an ancillary area) totalling 60 credit hours. The number of credit hours and level of courses required in each of the teachable major and minor areas (and the ancillary areas) for ADMISSION to the Middle Years stream are as follows:

Art	Major:	30 or 36 credit hours in Fine Arts;
	◆	a minimum of 6 credit hours must be at the 300 level.
	Minor 1:	18 or 12 credit hours in Fine Arts;
	◆	a minimum of 6 credit hours must be at the 200 level.
	Minor 2:	12 credit hours in Fine Arts.
Music	Major:	30 or 36 credit hours in Music;
	◆	a minimum of 6 credit hours must be at the 300 level.
	Minor 1:	18 or 12 credit hours in Music;
	◆	a minimum of 6 credit hours must be at the 200 level.
	Minor 2:	12 credit hours in Music.
Language Arts/ English	Major:	30 or 36 credit hours in English;
	◆	a minimum of 6 credit hours must be at the 300 level.
	Minor 1:	18 or 12 credit hours in English;
	◆	a minimum of 6 credit hours must be at the 200 level.
	Minor 2:	12 credit hours in English.
Mathematics	Major:	30 or 36 credit hours in Mathematics, Applied Mathematics or Statistics;
	◆	a minimum of 6 credit hours must be at the 300 level.
	Minor 1:	18 or 12 credit hours in Mathematics or Applied Mathematics or Statistics;
	◆	a minimum of 6 credit hours must be at the 200 level.
	Minor 2:	12 credit hours in Mathematics, Applied Mathematics or Statistics. (including combinations of courses from any of the three Departments)
Science	Major:	30 or 36 credit hours in Science;
	◆	a minimum of 6 credit hours must be at the 300 level.
	Minor:	18 or 12 credit hours in Science;
	◆	a minimum of 6 credit hours must be at the 200 level.
	Minor 2:	12 credit hours in Science. (including combinations of courses from different Departments in the Faculty of Science)

Social Studies Social Studies is a major teachable area within the Faculty of Education. Because of the importance of this area to prospective students, the Faculty of Education has designated Social Studies as a major TEACHABLE area and has identified the following courses as acceptable in meeting the requirements for this TEACHABLE area. (NOTE: Students from the Faculty of Arts should note that this TEACHABLE area may not qualify as a major or minor for the Faculty of Arts.)

Major: 30 or 36 credit hours of courses as follows:

- a minimum of 6 credit hours in Canadian (or North American) Geography or History, PLUS
- the remaining credit hours from approved courses (or combinations of courses) from the following departments: Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religion, Sociology.
    - a minimum of 6 credit hours in any of the above areas must be at the 300 level.

Minor 1: 18 or 12 credit hours as follows: a minimum of 6 credit hours in Canadian (or North American) Geography or History, PLUS

- the remaining credit hours from approved courses (or combinations of courses) from the following departments: Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religion, Sociology
- a minimum of 6 credit hours in any of the above areas must be at the 200 level.

Minor 2: 12 credit hours as follows:

- a minimum of 6 credit hours in Canadian (or North American) Geography or History, PLUS
- 6 credit hours of an approved course from the following Departments: Anthropology, Classics, Economics, Geography, History, Native Studies, Political Studies, Religiln, Sociology

NOTE: A student may use any TWO of Social Studies, History or Geography to satisfy the requirements of three teachable areas for the purposes of admission to the Faculty of Education.

French

Major: 30 or 36 credit hours in French;

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in French;

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours of French.

Geography

Major: 30 or 36 credit hours in Geography;

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Geography;

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours in Geography.

Aboriginal, Heritage or World Languages

Major: 30 or 36 credit hours in an approved language;

- a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in an approved language;

- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours in an approved language.

History Major: 30 or 36 credit hours in History;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 24 credit hours in History; a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in History.

Home Economics Major: 30 or 36 credit hours in Human Ecology;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Human Ecology;
◆ a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in Human Ecology.

Physical Education Major: 30 or 36 credit hours in Physical Education;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Physical Education;
◆ a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in Physical Education.

Drama/Theatre Major: 30 or 36 credit hours in Drama/Theatre;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Drama/Theatre;
◆ a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in Drama/Theatre.

Design Technology Major: 30 credit hours in approved courses.

ANCILLARY AREAS:

Computer Studies Major: 30 or 36 credit hours in Computer Studies;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Computer Studies;
◆ a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in Computer Studies.

Religious Studies Major: 30 or 36 credit hours in Religious Studies;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Religious Studies;
◆ a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in Religious Studies.

Native Studies Major: 30 or 36 credit hours in Native Studies;
◆ a minimum of 6 credit hours must be at the 300 level.

Minor 1: 18 or 12 credit hours in Native Studies;
a minimum of 6 credit hours must be at the 200 level.
Minor 2: 12 credit hours in Native Studies.

Child Studies

The "Child Studies" sequence in the Middle Years Program reflects the view that the teaching of young children requires an understanding of the young child with particular reference to the intellectual, social, emotional and physical development of the child and the influence these factors have on the teaching--learning process and on the organization of instruction. To assist students to develop the appropriate knowledge and attitudes as prerequisites to the study of early years teaching, the Faculty of Education has designated, as a teachable-related ANCILLARY AREA, a "Child Studies" sequence as set out below:

Minor 1: 18 or 12 credit hours as follows:

- 6 credit hours in an introductory or general survey course in Psychology or Human (Child, Adolescent) Development, PLUS
- the remaining credit hours from approved courses from the following departments: Anthropology, Family Studies, Psychology, Religion, Sociology;
- a minimum of 6 credit hours must be at the 200 level.

Minor 2: 12 credit hours as follows:

- 6 credit hours in an introductory or general survey course in Psychology or Human (Child, Adolescent) Development, PLUS
- the remaining credit hours from approved courses from the following departments: Anthropology, Family Studies, Psychology, Religion, Sociology.

APPENDIX B.4

A student in the Senior Years stream must complete a teaching major and one or two teaching minors totalling 60 credit hours. The credit hours required must conform to one of the following patterns:

Pattern 1: Major: 36 credit hours; Minor #1: 24 credit hours;
Pattern 2: Major: 30 credit hours; Minor: 30 credit hours;
Pattern 3: Major: 30 credit hours; Minor #1: 18 credit hours; Minor #2: 12 credit hours.

Coursework for the major teachable areas must include a minimum of 6 credit hours at the 300 level; coursework for the minor #1 teachable area must include a minimum of 6 credit hours at the 200 level.

The teachable areas in the senior years stream are as follows:

Art
Biology
Chemistry
Computer Science
English
French
Geography

Aboriginal, Heritage or
World Languages

History
Home Economics
Mathematics
Music
Physical Education
Physics
Drama/Theatre
Design Technology

APPENDIX C

ADMISSIONS, REGULATIONS AND RECRUITMENT

WORKING GROUP

(Admissions Policy and Procedures)
Draft Proposal

ADMISSIONS, REGULATIONS AND RECRUITMENT WORKING GROUP

Admissions Policy and Procedures
Draft Proposal (31/5/1993)

Preamble

1. One cynical view of how to produce good graduates from a B.Ed. program suggests that you have to be sure to admit good candidates. The challenge is to determine how to identify the good candidates and there is no doubt the new program proposals will present just such a challenges to this Faculty. Although the challenge is not new, the dimensions of the task will be different because virtually all our undergraduate admissions will come through the one route, and we have identified as one of the virtues of this proposal the fact that this new approach will offer greater equity in the admission process.

2. After reviewing the task of developing effective and workable strategies for the admissions process the committee reached two general conclusions, firstly, that we should retain a two stage process and secondly, that we should retain an interview as part of the process.

3. The rationale for retaining the two stage process is that it appears to have worked successfully over the past several years and is an effective way for the Faculty to cope with the number of applications expected for the new program. Although it is not possible to determine the exact number of applicants to the new B.Ed. program it is expected the number could exceed 1000, from whom we are to select 300, (approximately 100 in each of three streams). In view of these numbers, some pre-selection of applicants would appear to be essential.

4. The rationale for retaining the interview is based partly on a belief that an interview acts as some type of screen of applicants, partly that, for the applicant, it acts as an opportunity for them to present themselves to the admission committee and in a sense "earn" their admission into the Faculty, and partly as a compromise position between those who would argue to abandon the interview and those who would seek to give the interview greater weight in the admission critieria. However, there are difficulties with this latter view, including the practical problem of obtaining sufficient interviewers to carry out the task. Even at our current level there is great difficulty in recruiting sufficient faculty members and some problems may exist in ensuring equity across interview teams. However, a more substantive problem exists in the form of critical reviews of the validity of the interview process. In addition, recent reports from USA suggest a potential problem of denying admission on the basis of scores obtained on an interview. While this problem may not exist yet in Canada it is likely that the potential for challenges based on this issue would increase as the weight attached to the interview increased. On the basis of these arguments the Committee opted to retain the interview with only a small weight, but to revert to interviewing one applicant at a time to allow for a more personal approach and a more effective appraisal of each applicant's past experiences and potential for success as a teacher. It should be noted that following the open meeting of faculty on 30 March 1993, at which an earlier draft of this document was discussed, several faculty members expressed the opinion that the group interview format should be retained. Subsequent discussions with other faculty revealed a sentiment that the single person interview was preferable. After due consideration the Committee was unanimous in recommending the single interview format for the admission procedures. It was the opinion of the Committee, that this format was the one most likely to enable the interviewers best to evaluate the credentials of the applicants.

5. Among factors that have been considered as to what are the characteristics of an effective teacher the Committee supports the descriptions provided within the Final Report, which may be summarized as saying that effective teachers are those with a sound knowledge base, who employ sound pedagogical practices and have the right disposition for teaching. But in addition to these characteristics the Committee was of the view that within the Manitoba context there was a need to pay attention to the diversity of the ethnic makeup of the teaching force. At present there would appear to be an imbalance between the ethnic makeup of the student population of the schools and that of the teaching force. In an effort to redress this ethnic imbalance the Committee is of the opinion that our admission policies and procedures should provide for the selection of a student body reflecting the ethnic diversity of the Province of Manitoba. (On this point it has been suggested we need better data regarding the ethnic diversity of our student body. The suggestion sounds like a good one, and could be accomplished over time, by having applicants self-identify as to whether they were from visible minority groups).

In addition, it should be noted that some attempt has been made since the approval of Faculty policies regarding "Special Consideration", to address the problems of recruitment of minority students. Visits to one aboriginal school and to the Filipino Cultural Society have been made, with a view to promoting interest it in the Education Faculty, but clearly a more sustained and sytematic approach is requiredin the future.

Admissions: Eligibility, Procedures and Criteria

Eligibility:

To be eligible applicants must have completed 90 credit hours of appropriate coursework prior to admission. These 90 credit hours must be comprised of a minimum of 24 credit hours of "liberal arts" courses and a minimum of 60 credit hours of coursework in teachable (or related) subject areas. Details of the specific coursework required to satisfy the entrance requirements are set out in the following section entitled "Specific Entrance Requirements for the Early, Middle or Senior Years Streams of the Bachelor of Education Program".
NOTE: Applicants to the Winnipeg Education Centre and from Community Colleges (to the Business, Vocational and Design Technology programs) would be exempt from the 90 credit hour pre-requisite. For these students the admission requirements would be applied as graduation requirements.

Criteria:

Admission is competitive and based on a two-stage selection procedure. The final decision regarding admission will be based upon a rating on the following criteria:

Stage 1:	Academic credentials including (including cumulative grade point average).
Stage 2:	- Writing skills in English; - In-person interview

Procedures:

1. Applicants would be required to submit, with their application, an autobiography of not more than 800 words and arrange for two references to be forwarded from individuals (other than family members) in support of the application. Application deadline: February 1st. of each year.

2. Eligible applicants would be ranked on the basis of cumulative GPA and the top 135 applicants per stream invited to participate in stage 2 of the process. In addition, applicants who identified themselves as belonging to visible minorities would also be invited, with the proviso their GPA's were 2.5 or better.

3. Applicants would be invited to attend the faculty to:
   - write an essay (to assess writing skills in English),
   - attend an in-person interview.

4. Applicants would be ranked on the basis of scores obtained on the admission criteria. Selection of applicants for admission to the program would be based on rank order on the admission score with consideration given to ensure representation from specified areas of the curriculum as follows:

Early Years:	Expressive Arts, Humanities, Mathematics & Science.
Middle Years:	Art, Language Arts, Mathematics, Science & Social Studies.
Senior Years:	All curriculum areas available within the Faculty.

In summary, admission decisions would be made using the following criteria:

1. Score on admission criteria.

2. For applicants who identified themselves as aboriginal the "Special Consideration" clause would apply to those with GPA's of 2.5 or above.

3. For applicants who identified themselves as "visible minorities" the Committee recommends the application of a "Special Consideration" clause similar to that for aboriginal applicants.

4. In all three streams an attempt would be made to ensure that there was a minimum representation from applicants with teaching majors obtained in (for Early Years) Expressive Arts, Humanities, Mathematics and Science; (for Middle Years) Art, Language Arts, Mathematics, Science and Social Studies; (for Senior Years) all curriculum areas available within the Faculty.

5. Successful applicants would be notified and required to respond within ten working days, as to whether they intended to accept the offer of admission. Failure to respond within this time would mean the offer would be withdrawn and the next eligible applicant offered the place.

Comments on the Admission Procedures

1. Autobiographies and references would be available to the interviewers once interview schedules had been arranged.

2. Applicants would be scheduled to write their essay prior to their interview. Grading of essays normally would be completed by an external marker.

3. Interviews would take place following completion of the writing exercise and last not longer than 20 minutes, followed by a further 10 minutes for consultation and scoring. It is proposed that the

references and autobiographies of applicants be available to interviewers prior to conducting the interviews. It is expected that interviewers would use these documents to inform themselves of the background of the applicant and so be in a better position to conduct a relevant interview. It is not, however, intended that the specific content of these documents be used in any direct way in scoring the interview. The final score on the interview is intended to be focussed more on issues of the ability of the student to communicate, including the ability to respond to questions in an organized, relevant and logical manner.

4. The interview would be conducted, for each applicant individually, by two interviewers (one faculty member and whenever possible an external interviewer from the educational community). Scores of the two interviewers would be averaged and one score for the interview submitted on behalf of the interview team.

5. On the basis that we invite 135 applicants (per stream) to the stage 2 interview, this procedure would require 15 two person interview teams to conduct nine interviews which would cover a period of 4 1/2 hours. This task could be accomplished in one day (separate days for each stream) but would require a commitment from a minimum of 15 faculty members per stream prepared to devote one day to the admission process. This does not appear to be an unreasonable demand given the importance of the task.

Weighting of Scoring Criteria

1.	GPA	40 points
2.	Essay (scored for competence in written English)	20 "
3.	Interview	10 "

Guidelines for Applicant Autobiographies and Interviews

The directions given to students for writing the autobiography would suggest they could include any, or all, of the following:

- a personal history;
- an education history and academic record;
- their artistic, literary, sporting or other achievements;
- past employment and or volunteer experiences;
- a rationale for choosing teaching as a career;
- any other factors they felt supported their claim for admission to the program including usage of a language other than English or French or affiliation with a cultural group not well represented in the teaching force of Manitoba.

The interviewers could then use information contained in the autobiographies (and in the references) as a basis for conducting a more personal interview. In conducting the interview the interviewer may wish to ask questions about any of the items mentioned in the autobiography or reference and also about;

- aspects of personal history that might have a bearing on their interest in, or aptitude for, teaching as a career;
- academic background and its relevance to the chosen field of teaching, including graduate studies;
- other employment and its relevance to the chosen field of teaching;

- volunteer or other similar experiences that may be related to the chosen field of teaching;
- why the applicant wishes to enter teaching;
- their commitment to teaching as a career;
- any topic that arises during discussion or any other topic that the interviewer believes would assist in evaluating the applicant.

The evaluation of applicants following the interview should not be based on responses by applicants to questions posed from the above list of possible discussion topics. These items are intended to assist the interviewer in the conduct of the interview but it is not intended they be scored directly. Rather the evaluation should be a global score which aims to synthesize all the information available which has a bearing on the applicants potential to succeed in a career in teaching. In particular the evaluation will assess the applicants communication skills including the ability of the applicant to provide a relevant, well organized, and logical response to questions posed.

Scoring Guidelines for Interviewers

Evaluation of applicants uses a global score based on the criteria/discussion above. In an effort to assist interviewers achieve reliability of scoring the following scheme for classification is recommended. In recommending this scheme the Committee has taken into account the fact that over the past several years the scores on the interview have generally been quite high (average 8.2) and therefore has not been an entirely successful item in discriminating between applicants. In an attempt to overcome this problem the Committee is recommending that a fuller range of scores be used in the evaluation process by applying the following descriptors to the range of scores:

SCORE	DESCRIPTOR
1	Applicant not recommended for admission
2 3 4	Applicant has minimum requirements for admission and shows some promise as having the ability to succeed in teaching.
5 6 7	Applicant has very good credentials and shows very good promise as having the ability to succeed in teaching.
8 9 10	Applicant has excellent credentials and demonstrates an excellent combination of factors relevant to a successful career in teaching.

Spoken English Requirement

In addition to the scoring factors identified above, interviewers would be required to evaluate the ability of the applicant to work effectively in the schools using English as the language of instruction. The intent of this item is to ensure that this Faculty does not admit applicants whose spoken English is so poor that they would be unable to communicate effectively in the classroom and therefore, would not be able to successfully complete the practicum experiences. The item is not intended to penalize those whose spoken English is a non-standard dialect. Furthermore the item is not intended to be scored, rather, in the rare case where a concern exists the following procedures are to be adopted:

- Interviewers who believe the speech is so difficult to understand that it should be investigated further will mark the appropriate box on the score sheet recommending the applicant for a second interview.

- The second interview team (comprised of different interviewers) will conduct the interview without knowledge that the applicant had been referred because of concern over the quality of spoken English.
- The applicant will be informed that he/she has been assessed as having a problem with spoken English and therefore has the right to a second interview with interviewers who will not be aware that they are conducting a second interview with an applicant identified at the first interview as having a difficulty with spoken English.
- In the event the second interview team also recommends the applicant be referred because of a concern regarding spoken language, the applicant will be declared ineligible for admission at this particular time.
- In the event the second team do not question the applicant's spoken English the applicant will proceed with the admission procedures on the basis of the interview score awarded by the second interview team.

Special Circumstances

Winnipeg Education Centre: The above procedures are not intended to apply to mature students applying to the Winnipeg Education Centre. The policy with respect to the Centre will remain as proposed in the Interim Report, namely that for students admitted to the Centre the admission requirements will become graduation requirements.

Aboriginal Peoples: The policy adopted by Faculty Council in 1993 providing for special consideration for the admission of aboriginal peoples (status Indians, non-status Indians, Metis and Innuit) will continue to apply to all eligible applicants.

Visible Minority Applicants: At present Faculty Council has approved a policy of to special consideration for applicants from visible minority groups. However, at this stage no procedures to implement this policy decision have been developed. For the purposes of admissions this document proposes that such procedures be developed as soon as possible. It is further proposed that the procedures to be developed for visible minortiy applicants would be similar to those approved for use for aboriginal applicants. That is to say, applicants would indicate on their supplementary application form if they were members of a visible minority group. Upon substantiation of the claim, a percentage of those applicants whose score fell below that required for normal admission would be accepted into the program, so long as their cumulative GPA was 2.5 or above.

Comments on the Recommended Admission Procedures

1. The committee recommends the acceptance of the above proposal as one that attempts to reconcile the varying views of the faculty members on the issue of admissions. The recommended procedures retain the interview but give it limited weighting, includes an autobiography which serves as a source of information for the interviewers, includes a written essay component to serve as a literacy check, and continues to give substantial weight to the relatively objective criterion of the GPA. In addition, the proposal makes provision for special consideration to support the applications of individuals from visible minority groups not well represented in the current teaching population of Manitoba.

2. With respect to selection of applicants to each of the streams, experience with applications to the existing Elementary Stream would tend to suggest that candidates from the Faculty of Arts

may dominate the rankings. Within the Admissions Committee there is concern that admissions to these streams retain some degree of parity with respect to applicants whose teachable areas include areas other than those represented by graduates from the Faculty of Arts. To assist in this objective it is proposed that the admission policy include a reference to the effect that final selection of applicants will be based on scores obtained on the admission criteria and with due attention to the need to ensure representation across all curriculum areas taught in the Manitoba school system.

Curriculum Representation Policy Guidelines: Please note the following is included here to suggest the way in which the policy might be interpreted. It is **not** intended that this section be included in the General Calendar. The purpose of including it here is to suggest the way in which the **policy** might be interpreted.

Guidelines:

1. Selection of applicants to the Early Years Stream include, when possible, not less than 15 % of applicants with teaching majors or minors (minimum 18 credit hours) and GPA's of not less than 2.5 in Mathematics, Science, Humanities, and the Expressive Arts.

2. Selection of applicants to the Middle Years Stream include, when possible, not less than 15% of applicants with teaching majors or minors (minimum 18 credit hours) and GPA's of not less than 2.5 in each of Mathematics, Science, Humanities and the Expressive Arts.

3. Selection of applicants to the Senior Years Stream would endeavour to ensure that some applicants with teaching majors of not less than 30 credit hours and GPA's not less than 2.5 were admitted to each of the curriculum areas in the Senior Years Stream.

APPENDIX D

COURSE TITLES AND DESCRIPTIONS

COURSE TITLES AND DESCRIPTIONS

Year One

General Curriculum Courses for Each Stream:

Each of these courses would deal with the issues which provide the overarching framework and philosophy within which the subject matter specializations are taught. They would deal with issues in a broad way, exposing students to the wide array of ways of thinking about these issues throughout the province and elsewhere.

Curriculum in the Early Years: An introduction to the issues of early years curriculum which face teachers in Manitoba today, including an examination of the province's curriculum documents for early years, the interface between day care and schooling, the philosophy and goals of schooling for early years children, the organization of time and space to support early years learning, the role of play in early years curriculum, integration principles.

Curriculum in Middle Years: An introduction to the issues of middle years curriculum which face teachers in Manitoba today, including an examination of the province's documents related to middle years schooling, the philosophy and goals of schooling in the middle years, covert curriculum, the range of curriculum in the middle years, appropriate practice for middle years students, the organization of time and space to support curriculum, the school year, literacy, gifted programs, special needs curriculum, the issues of provincial examinations.

Curriculum in Senior Years: An introduction to the issues of senior years curriculum which face teachers in Manitoba today, including an examination of the provincial documents related to senior years, the philosophy and goals of senior years schooling, covert curriculum, appropriate practice for senior years students, the organization of time and space to support practice, the school year, literacy across the curriculum, skills across the curriculum, programs to support the gifted, programming for special needs children, other issues such as multiculturalism, the role of provincial examinations, etc.

Principles and Models of Teaching: (The course is comprised of three modules)

(i) Teaching: This module is intended to focus on general teaching strategies basic to the planning and implementation of effective instruction. The course will also review the literature on effective teaching and on a variety of models of direct and indirect instruction. The application of these models will be studied using the literature and through the analysis of video-taped and/or live classroom examples.

(ii) Classroom Dynamics: This module is intended to assist students understand the group dynamics of the classroom and have the opportunity to develop strategies for effective classroom management. These objectives will be pursued by providing students with the opportunity to explore the school and the classroom and its sociocultural context from sociological and psychological perspectives. The development of an individual philosophy related to effective classroom management will be encouraged through the exploration of a variety of classroom management strategies from theoretical and practical perspectives.

(iii) Microteaching: This module will provide students with the opportunity to commence the development of practical skills through a peer micro-teaching laboratory. The laboratory also will provide the opportunity for the analysis of a variety of educational experiences obtained from directly observed, and/or video-taped school and classroom activities.

Psychological Foundations of Education: (This course is comprised of three modules)

(i) Development: The intent of this module is to provide the student with an understanding of the principles of human growth and development with particular emphasis on the school-age years. The course should focus on developmental theories and issues of relevance to education, including topics such as maturation, perception, physical growth, intellectual, language, emotional, and moral development, and personality and social development. It would also be necessary for the course to address issues of relevance to teachers related to atypical growth and development of children resulting in physical and health disabilities, cognitive impairment, and emotional, social and personality disturbances. A student completing this course should have an understanding of the characteristics of learners, including those with disabilities, sufficient for the student to be able to adopt appropriate teaching strategies, plan appropriate program content and work effectively with students in this age range.

(ii) Learning Theory: The intent of this module is to provide an introduction to learning theories of relevance to education. The proposal is for the course to be delivered within the Early, Middle and Senior Years streams to facilitate the concentration on learning theories and issues most applicable to the age groups typical of each stream.

(iii) Educational Evaluation: The module should focus measurement and evaluation content appropriate to the age of students within the respective streams. The module should deal with the basic concepts of mmeasurement but move beyond those basic issues to address the problems of evaluation of typical and atypical learners in the regular classroom and the recording and reporting of clasroom performance.

Issues in Classroom Diversity: The course is intended to introduce students to the educational and cultural diversity which exists within the Manitoba school system with particular attention to students with limited English profeciency (LEP), students with special learning needs (Sp. Ed.) and students from diverse cultural backgrounds (Cross Cult. Ed.). The focus of the course is to be on identifying the sources of diversity and on the implications of diversity for the planning and implementation of instruction in the regular classroom. More specific and detailed adaptations of instruction and curriculum are expected to be provided to students in the Curriculum and Instruction courses and within the "Differentiated Instruction" course.

The Teacher and the School System: A study of the rights and responsibilities of teachers as professional employees in the school systems. Emphasis will be given to the legal and professional aspects of the teacher's role in the context of school legislation and governance, educational practices, and public policies.

The Teacher and Technology: An introduction to information technology in the classroom with a focus on the use of computers, computer-related technology and other media, through "hands on" experience. Laboratory work would be an integral part of the course and would include the application of instructional design principles to computer-based instruction, production of graphics, the management of student scores and the production of curriculum materials.

Language for Learning Across the Curriculum: This course is intended as an introduction to how language serves as a medium of understanding and how teachers of all content areas can employ language to enhance students' learning of subject area content.

Year Two

Curriculum Courses: The intention of all the curriculum courses scheduled in year two is to present a detailed analysis of curriculum content prescribed for the specified stream and subject area and the recommended instructional and organizational strategies for the delivery of that content.

Differentiated Instruction: The intent of the course is to prepare students for teaching students with special learning needs which arise because of impairments of a physical, intellectual or social origin or because of cultural diversity. The focus of the course should be on the adaptations of instructional strategies, classroom organization or program content necessary to provide a program more appropriate to the educational needs of the student as a consequence of the specific impairment or diversity. The course would build on the information of previous courses, particularly the courses "Psychological Foundations of Education" and "Issues in Classroom Diversity" together with the curriculum courses in Mathematics and Language Arts. Students would be exposed to literature relating to such topics as mainstreaming, co-operative learning, and individualized education programs in addition to strategies of diagnosis and instruction for students with learning problems.

Students should be given the opportunity to include the teaching of learners with special needs as part of their "Practicum" course experience during the second term of Year Two.

Foundational Perspectives on Educational Ideas and Practices: An issue-oriented examination of educational ideas and practices, especially schooling, from historical, philosophical, and sociological perspectives. Primary objectives of the course are to promote critical reflection about educational assumptions and arrangements and to encourage students to develop their own value orientations to education and schooling.

Special Topics in Curriculum and Instruction: The intent of this course is to provide C & I instructors with the opportunity to pursue special topics of interest in greater depth with students. It is also intended that among the offerings in this course will be C & I courses for students preparing as "specialist teachers" in the Early and Middle Years Streams. The content of these courses would be C & I for those streams and the courses would be specifically for the "specialist" students.

Curriculum Development/Research Project: The intent of this course is to provide students in the Senior Years Stream to engage in a curriculum or research project. The project would be designed and developed by the student and would result in the production of a report similar to a minor thesis.

APPENDIX E

SPECIAL CONSIDERATION ADMISSIONS CATEGORY FOR ABORIGINALS

SPECIAL CONSIDERATION ADMISSIONS CATEGORY FOR ABORIGINALS

Introduction

The "Special Consideration" admissions category is intended to facilitate the admissions of aboriginal applicants who meet the normal criteria for admission, who demonstrate on the admission criteria that they are likely to successfully complete the teacher education program but who nevertheless do not gain admission because their scores on the admission criteria are below that necessary for admission through the normal competition process.

It is anticipated that the admission of applicants under the special consideration category would:

1. Enrich the environment for all Education students by creating a greater diversity of perspective and experience in the student body than that which might be obtained through exclusive adherence to measures of academic performance;
2. Benefit the profession by producing graduates who can make a significant or special contribution to the educational community;
3. Benefit the broader society in general by producing graduates with a special affiliation to aboriginal culture and society.

Eligibility

The application of special consideration status may involve Aboriginal students in the following categories:

1. Matriculants who have the courses required for admission to the Faculty of Education but whose percentage score falls below that required for admission with the normal pool of applicants.
2. Applicants who fall under the University of Manitoba category of mature students.
3. Transfer students (from other faculties).
4. After-degree applicants (that is, students who have completed degrees in other faculties).

Special Consideration: Space Allocation

As is the case with all Faculty of Education programs, the allocation of available spaces is at the discretion of the Dean of Education or an appointed representative.

Application Procedures

1. Students wishing admission to the Faculty of Education must first apply for admission to the University of Manitoba. Admission forms may be obtained from the Admissions Office, 4th Floor University Centre, The University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

2. Applicants who specify on the Admissions Form they are seeking admission to the Faculty of Education will be forwarded a Supplementary Application Form by the Faculty of Education. Applicants who wish to be considered "Canadian Aboriginals" for admission purposes must so indicate by marking the appropriate box on the Supplementary Application Form.

3. Included with the Supplementary Application Form will be three Reference Forms, together with self-addressed envelopes. Applicants must provide the names and addresses of three referees, at least one of whom should be able to write about the applicant's previous work/volunteer experience referred to in the section of the Supplementary Application form headed "Previous Work/Volunteer Experience". Applicants will be responsible for ensuring that their referees receive the reference forms and that they return them to the Admissions Office no later than the following dates:

   After-Degree program: (date here to be specified on an annual basis);
   Four-year program: (date here to be specified on an annual basis).

4. Special Consideration applicants must submit, together with the application forms, a personal statement of approximately 800 words which should address previous work and volunteer positions, motivation to become a teacher, previous experience with children or in leadership capacities, and any special or unique talents possessed by the applicant. Applicants may include a brief life history if they wish. After the personal statement is submitted, it should be noted that the admissions procedures will not provide for the consideration of any supplementary or additional material to support the application.

   (Assistance in completing the application procedures can be obtained by contacting a Student Advisor in the Faculty of Education at 474-9004.)

Method of Selection of Applicants

Applications from Aboriginals are considered on an individual basis. A major consideration for admission will be a demonstration of the likelihood of successfully completing the program. In some cases, where it is appropriate, consideration will be given to such factors as special or unique talents, work experience, community service activity, and maturity. Although academic performance will be considered, it will be given less weight in determining the applicant's potential competence to complete the B.Ed. program than is given in the normal admission process.

Initial Screening Procedures. For the initial screening of applicants, the Admissions Office will consider interim High School, or final High School grades, and available final grades for University courses. (In the final selection of applicants, normally in June/July, all final grades will be taken into consideration.) Following the initial screening, a number of applicants may be recommended for interview and notified by letter or telephone of the date of that interview.

Interview. The interview will be conducted by an Interviewing Committee normally during (approximate dates added here on an annual basis).

Applicants interviewed will be rated on the admission form by the Interviewing Committee(s), using the approved admission criteria rating scale. A rank order list of recommended applicants will be submitted to the Education Admissions Office. All applicants will be informed as to the recommendation of the Admissions Office as soon as practicable after the interviews.

Conclusion

Applicants applying in the Special Consideration category should appreciate that the process is highly competitive. Finally, it should be appreciated by applicants that appeals of decisions are limited to the question of procedural regularity and the merits of the decisions will not be reviewed.

Application Deadline

Applications for the Special Consideration Category are due:

- **After-Degree program: (date specified here on an annual basis);**
- **Four-year program: (date specified here on an annual basis).**

APPENDIX F

PARTNERSHIP SCHOOLS

DRAFT POLICIES AND PR0CEDURES

PARTNERSHIP SCHOOLS

DRAFT POLICIES AND PR0CEDURES

Draft Policy Guidelines
for
School Selection, Student Placement and Supervision (31/5/93)

1. The "Partnership School" arrangement implies that the Faculty of Education, University of Manitoba and individual schools, with the support and approval of their School Division administrations, enter into a partnership to deliver a teacher education program to students registered in the Bachelor of Education degree in the Faculty of Education at the University of Manitoba.

2. Both units recognize and acknowledge the important contribution of each unit to the overall preparation of novice teachers and will endeavour to encourage and support the other unit in the implementation of their component of the teacher education program.

3. The "Parnership Schools" project establishes a tacit agreement between the Faculty of Education and participating schools that members of the two units will work together collaboratively for the improvement of the teacher education program, for professional development activities, for research activites, and for any other activities identified by the partners which are of mutual benefit.

4. Schools which opt to participate in the "Parnership School" project will receive pre-service teachers in the year 1 and/or the year 2 of their B. Ed. program. The major focus of the school placement will continue to be that of providing novice teachers with the opportunity to engage in practice teaching and its related activities. Although the role of teachers will primarily be in relation to student teaching, there may in the future, be opportunities for an expansion of the role of teachers in the delivery of other aspects of the program. One such possibility would be for the faculty to invite classroom teachers to allow their classrooms to be video-taped for presentation in the course "Principles and Models of Teaching". At the time of showing the tape the teacher could be invited to be present and discuss with the class, aspects of planning, implementation, evaluation, management or other relevant issues, and respond to student questions. A second example could be the establishment of an interactive video link between a school classroom and the faculty to facilitate interaction between classroom teachers, their pupils and students in the Faculty of Education in a fashion similar to that existing at Simon Fraser University.

5. The Faculty of Education will administer the placement of students in the schools with the co-operation of the School Divisions and individual schools which wish to participate in the project. Faculty members will co-operate with School Divisions, individual schools and teachers in the schools in ways that are mutually beneficial. The variety of roles to be played by faculty members in the "Partnership School" project are not limited, but must arise out of the needs of the School Division, the schools and the individual teachers and must be matched with the specific expertise of individual faculty members.

6. A guiding principle underlying the development of the policies and procedures for the "Partnership Schools" project is that the policies and procedures should provide a general framework for Divisions and Schools to ensure equitable experiences and expectations across Divisions and schools for the novice teachers but within these guidelines Divisions and Schools

will be encouraged to develop the specific arrangements most appropriate and acceptable to their own particular organization. Similarly the role of faculty members in the Partnership Schools project cannot, at this time, be precisely specified. Roles will need to be developed in such a way as to be mutually beneficial to the schools and the faculty members and it is expected that the development of collaboration between the two parties will be facilitated by the Partnership Schools project.

7. To facilitate the organization and on-going development of the "Partnership Schools" project it is proposed that an organizing committee be formed comprised of three representatives from the schools and three representatives from the Faculty of Education (Chaired by the Dean or his/her appointee)

Procedures

Selection of Partnership Schools

1. Following the approval by Faculty Council of the proposals for a revision of the B.Ed. degree program the Faculty would notify all School Divisions of its intention to implement the "Partnership Schools" project. The Faculty would invite officials from all School Divisions to meet to discuss the proposals and to participate in the project.

2. Following the meeting with the School Divisions the Faculty and participating Divisions would jointly invite schools within the co-operating Divisions to attend an informational meeting at which the "Partnership School" concept would be explained. Note that these meetings could be arranged on a Divisional basis or be arranged to include several Divisions, depending upon the preference of the Division.

3. Representatives of the schools would return to their schools with the relevant information for participation in the Partnership Schools project. To proceed further, schools would need the support of the school administration and the support of a majority of the staff.

4. When such support was received the schools would forward to the School Experience Office notification of their willingness to participate plus a list of teachers, grades or grade ranges, subject areas (where applicable) and a profile of the school suitable for distribution to student teachers as a means of assisting them in selecting schools for their practica experience.

5. In addition, on the form giving notice of their willingness to participate, schools would be invited to identify a professional development area which they wished to pursue over a period of time and in which they would be willing to collaborate with a faculty member. This information could be useful to faculty members in identifying schools interested in collaborating in specific areas of professional development.

   [It was particularly interesting to learn recently at the WESTCAST '93 conference that a similar plan is in operation at the University of Regina but that the plan has some unexpected problems. The problem in Regina is not that the plan lacks support but that the faculty was unable to respond to all the demands. In particular so many schools identified "English as a Second Language" as their area of interest that the faculty members in this area were not able to keep up with the demand for their assistance. With this limitation of resources in mind, the proposal is essentially to provide a mechanism whereby the professional development needs of the schools, and the expertise available within the faculty, can be matched for the purpose of collaboration between the two units, for their mutual benefit].

6. Criteria for Selection:

The major criteria for selection of a school is firstly:

- a commitment on the part of the administration within the school, and (normally) a majority of the staff of the school, to the principles of the "Partnership School" concept, and,
- **a commitment to provide a supportive environment where the student would have the opportunity, in collaboration with the co-operating teacher, to engage in a range of teaching activities using a variety of approaches to the planning and implementation of instruction,**

and secondly, what the school has to offer with respect to:

- the number of placements available;
- the grade levels (or ranges) available for placements;
- the experience of teachers willing to work with students;
- the uniqueness of the location and/or population and/or program of the school;
- and, the area of interest identified by the school with respect to school or staff development and the ability of the Faculty to match that focus.

Year 1 Program: Initial School Experience (ISE)

School Placements: The major purpose of the ISE is to provide an introduction to teaching for students in the first year of the B.Ed. program. Students should be given the opportunity to teach a limited range of subject areas, for a limited time period and working with groups of children of a size appropriate to the students stage of professional development. Students would normally be placed in the same school for both terms.

A consideration in determining the nature of the ISE placements is to provide students with a range of experiences particularly with respect to diversity of schools, their locations and populations. To achieve this breadth of experience, the schools will be asked to provide for students a range of experiences available within the school and, if feasible and desirable, in adjacent schools, if these provide different and worthwhile exposure for the student to aspects of school and classroom diversity. Decisions as to what kinds of experiences should be provided for within a school and surrounding district will be the responsibility of the school principal.

At the commencement of the "Partnership Schools" project the School Experiences Office will endeavour to identify schools willing to provide students with an opportunity to obtain classroom experience for two, three week teaching blocks. However, it is understood that at the beginning of this project it may be necessary to request schools to take both Year 1 and Year 2 students. The long-term plan for the selection of "Partner Schools" is that schools will first become involved by participating with the Faculty in receiving students in the ISE for three years and after that time particiapate as "Partner Schools" for a further period of three years.

Student Grades: Students should be assessed on their placements on a Pass/Fail basis with the school placement constituting a course assignment for the first year curriculum and instruction course. Although constituting only one assignment in this course all students would be required to obtain a PASS on this assignment to be eligible to proceed to the next practicum experience. Evaluation on this assignment would be by the school, the school department or the teachers with whom the student has been placed.

Note: The issue of course assignments for students in connection with other first year courses would need to be controlled to ensure students were not expected to complete an unreasonable load of assignments during this period. Presumably this control could be exercised by either the "Program Stream Committee" or a "first year program committee".

Year 2 Program: Student Teaching Practica 1 & 2

1. The student teaching practica in year 2 have been identified as two distinct courses to ensure all students receive feedback in the form of an academic grade after each term placement. Such feedback is important in helping students determine their career path.

2. Students normally will receive placements in the same school for both terms in the year 2 practica. However, this school will normally be different from the school placement for the ISE.

3. Procedures for the placement of students in the year 2 practica will be as follows:

    .1 Individual schools selected to participate as partner schools will forward to the School Experience Office a list of the placements available in their shool, (by grade level and subject area where appropriate, plus a school profile).

    .2 The School Experience Office will arrange for a meeting of all year 2 students with the participating schools where representatives of the schools can speak to the students about their school. (NOTE: These meetings will normally be conducted across all Divisions but it may be necessary or desirable to consider alternative groupings, such as meetings conducted at a Divisional level or even at a school level as decided by individual Divisions).

    .3 Following the informational meetings students will apply for placement at schools, identifying not less than 5 schools in order of preference and using forms prepared by a co-ordinating committee of all participating schools. Along with their application forms students would submit a resume (of not more than two pages) to assist schools in the selection process.

    To assist students in the selection process all participating schools would be required to prepare informational handouts identifying the places and/or subject areas available, and providing a brief profile of the school.

    .4 The School Experience Office will process the applications and arrange a meeting of all participating schools for the purpose of selection of students. The purpose of the selection process is to match as closely as possible the interests of the school with the interests of students. (NOTE: It should be understood by all participating schools that the selection process is confidential, and, that all students must be offered a place in a school even if the "match" between the school and the student is not ideal. It would not be possible to consider a placement procedure that denied an eligible student a school placement. Fortunately experience suggests that difficulty in placing students is not likely to be a common occurrence).

.5 Following the selection of students all schools will report their selections to the School Experience Office who will then co-ordinate the notification of students of their placements for the following year. (Details of the procedures for notification can be worked out with Divisions and individual schools as required. However, such information would normally include the starting dates for the following year and the expectation on students for their ongoing involvement in school activities).

.6 Students would be expected to arrive at their placement school prior to the commencement of school in accordance with the established practice of the particular school. Students would be advised as to the exact date on which they are to first appear at the school to meet with the administration and/or department head and/or co-operating teacher. Schools would undertake to identify students as associate staff members (or some similar designation) and treat them as members of staff. Students likewise, would be expected to participate fully in the life of the school to the extent their school placement permitted.

Supervision of Student Teaching Practica 1 & 2

1. Supervision of students in partner schools will normally be the responsibility of members of the school staff. The person responsible will be determined by the school to suit its own particular arrangements but the identity of the person responsible will be clearly stated to both the school staff and to the students.

2. The staff member responsible will undertake to present a minimum of one formative evaluation (not later than 15 working days after the commencement of the 5 week block teaching session) and one summative evaluation (following completion of the 5 week block teaching session) to each supervised student in each of the year 2 practicums.

3. In all cases where the supervising teacher is satisfied with the progress of the student in the program no further consultation is required. However, in a case where the supervising teacher has reservations about the competence of the student to pass the practicum course, the teacher would be required to contact a second person within the school to provide a second opinion on the competence of the student. If the second opinion agrees that the student is having difficulty in passing the practicum course requirements the School Experience Office would be notified and a request made for a visit from a faculty member to observe the student in the classroom and offer a third opinion on the competence of the student. The choice of faculty member to visit the school will be left to the School Experience Office and will depend to some extent on the problem being experienced by the student.

Faculty Associates

The Interim Report proposed as one option that the Faculty employ 6 Faculty Associates to assist in the organization of the practica. It was anticipated that these individuals would need to have considerable recent experience in the school system and support the general objectives of the Partnership Schools project. A major function of the Faculty Associates to assist the Director in the organization and administration of student teaching placements, maintain liason with partner schools and other duties related to the efficient conduct of the pracica. Included in their responsibilities would be the task of visiting schools to observe students, identified by the school, as in difficulty in the school practicum course. To ensure that Faculty Associates were closely integrated into the operation of the teacher education program appointees would be expected to:

- participate in meetings of Faculty Council,
- participate in meetings of one of the Program Stream Committees,
- consult on a regular basis with members of the faculty with respect to the expectation of student teachers in their practica.

As described above the role of Faculty Associates is largely to assist with the administration of the field experiences and to provide a constant and accessible liason between the Faculty and the Partner Schools. A secondary role for the Faculty Associates would be that of assisting schools and/or teachers with supervision responsibilities or in assisting schools or teachers with any other facet of the field experiences as requested. One further role of the Faculty Associates would be that of officially grading students on the basis of recommendations of cooperating teachers.

The current proposal is to recommend that 3 rather than 6 Faculty Associates would be adequate to carry out the organizational tasks, meet students who were having difficulties and provide advice to schools needing assistance with respect to supervision. It was suggested that the money thus saved could be used in some form, possibly in providing assistance with professional development on a Division wide basis.

At this stage it is proposed that the staffing of the School Experience Office would consist of:

- Director,
- 3 Faculty Associates (9 month appointments),
- 1 1/2 Secretaries.

Role of Faculty Members in the Partnership Schools Proposal

Introduction: In response to a number of questions asked at the open meeting of Faculty to discuss the April 1,1993 draft of the Parnership Schools proposal, and at the express wish of a number of the Committee this section of the document will address the role faculty members would play if the Partnership Schools proposal were implemented in its present form. It should be understood by the reader that some form of Partner Schools arrangement forms part of the overall TITEP program proposal but TITEP has not endorsed any proposal at this time. This proposal from the Parnership Schools Working Group was developed in accordance with the resource allocations described in the Dean's memo to the Faculty and external members of the Program Stream Committees dated 16 November,1992. Therefore any adjustments to this proposal, or any other partner schools proposal, which modified the resources needed for implementation, would need to be compensated for by corresponding adjustments to the resources allocated other elements of the TITEP proposal. In addition the reader should be aware that in 1992-93 (second term) the number of students supervised in the four-year and after-degree student teaching practica numbered 527 students (281 elementary and 246 secondary students). Of the secondary students 142 (57.3%) were supervised by 18 regular faculty members while 33 part-time staff supervised 104 students (42.3%). Although in the secondary stream, faculty members continued to supervise just over half of the students, in the elementary stream, only 4 faculty members took part in supervising 16 students (5.7%) while 24 part-time staff supervised 265 (94.3%) students. These figures are similar to those of the previous year and indicate that only 30% of certification students are presently being supervised by faculty members, while the bulk of the supervision is being handled by a part-time staff, who have no formal contact with tenured faculty members or our program content, other than through the School Experiences Office. **It is clear that the proposed change to the student supervision model does not signal any major change in the activities of the faculty as a whole, since only 22 faculty members currently are engaged in**

student teaching supervision and only 30% of current supervision is carried out by faculty members.

Proposed Model of Supervision: In this Partnership Schools proposal the direct responsibility for the supervision of student teaching is that of the schools and/or departments and/or cooperating teachers. This recommendation has been made in the belief that those within the school are in the best position to undertake the role of assisting students in the planning and implementation of classroom responsibilities. In so doing, the proposal asserts that school based personnel are part of the team engaged in teacher education and their contribution to the students' professional development should stand alone as befits their professional status. Because of this position, it is considered unnecessary for faculty members to also visit the classroom to observe the students' teaching unless such assistance is requested because of concern for the poor performance of a particular student or unless a faculty member chooses to become involved because of his/her particular interest or expertise. If the need for Faculty involvement in the evaluation of a student arises, a procedure has been developed, for second and third opinions to be given as to the student's competence, which specifies the need to involve a representative of the Faculty of Education in the observation and assessment of the student. However, it is also intended that the Faculty of Education retain the major responsibility for grading students for the student teaching course but that this grading would be based on the recommendations of cooperating teachers. This role would normally be carried out by the Faculty Associates.

The Role of Coaching in Supervision: In part, the above discussion is based on the proposition that the role of student teaching supervision should not be one of merely passing judgment on whether the student should pass or fail the course but one which involves a constant dialogue between a highly competent, experienced teacher and a novice, to assist the novice **develop** teaching competence over the course of the placement and adjust to the continuous demands of the classroom. As Schon (1987) states in his influential book "Educating the Reflective Practitioner":

> The student cannot be taught what he needs to know, but he can be coached: "He has to see on his own behalf and in his own way the relations between means and methods employed and results achieved. Nobody else can see for him, and he can't see just by being 'told' although the right kind of telling may may guide his seeing..." (p. 17).

The assumption of the current proposal is that classroom teachers are the people best equipped to engage in this process. It is difficult to conceive, given this model of the development of novice teachers, how anyone other than the classroom teacher could carry out this role effectively.

Faculty as Supervisors: **The above discussion is not intended to suggest that faculty members have no role to play in this aspect of the program.** On the contrary it has always been understood that a number of faculty members are anxious to retain a close association with the classroom activities of students and teachers and there is nothing stated, or implied, in the proposal, which prevents faculty members from engaging in such activities. What is different, is that classroom related activities would no longer be assigned duties, but rather, would be collaborative undertakings developed between the faculty member and the school. It is somewhat understandable, that for those faculty members anxious to maintain a close association with classroom practice, the necessity of negotiating this role with the school may present some concern. However, it should be well understood by those faculty members that they would have, by virtue of the partnership school arrangement, a clearly identified open invitation from partnership schools to become involved with the school in specific professional development activities that were of benefit to the student and/or the teacher and/or the school. In this context direct involvement of faculty members with students in the practica courses would be interpreted as professional development activites. **The major virtue of the Partnership School proposal is that it intended to facilitate involvement in the schools by faculty members and thereby provide greater access to schools for a wider range of activities than is possible under the present supervision model.** An essential component of the partnership proposal is that partnership schools accept their role as part of the teacher education team and thereby welcome and encourage faculty involvement. What may be identified as different within this model is that the partner schools are no longer merely sites for the placement of students, but are equal partners in the teacher education program and that the school is an important contributor to the professional growth and development of pre-service teachers.

Enhanced Opportunities for Faculty-School Cooperation: The discussion above of the role of faculty members, also suggests that participation in these activities would assist faculty members to fulfill their obligations under the "Collective Agreement" to engage in research and service activities. The model implies that for many faculty members there is a greatly enhanced opportunity to make connections with schools for the purpose of research or service. This enhanced opportunity results from the undertaking by the schools, at the time they seek participation in the Partnership Schools program, to cooperate with faculty members in professional development activities and research activities on projects identified as mutually beneficial. Experience in other locations, and to a limited extent in our own pilot projects, suggests that this cooperation is expected, does occur, and is well regarded by the participants.

In the above sections we have attempted to set out ways in which faculty members may continue and even increase their involvement in the schools under the Partnership Schools proposal. In addition to cooperative efforts identified above there is a strongly held view by some members of the Committee that many other cooperative efforts will develop between school personnel and faculty members as the level of cooperation increases and as respect for the contribution of each partner to the students' program develops. However, it is not possible to specify the full range of these efforts, as they have not been developed or even conceived at this time, but must arise out of discussions between the partners and out of their competencies and mutual interests. In one sense, the exciting feature of the model is the unexplored opportunities for professional growth and development for both university and school personnel.

Conclusion: In conclusion it should be reiterated that the Partnership Schools proposal was instigated in the belief that schools have an important contribution to make to the education of pre-service teachers and that under previous models of supervision and assessment this contribution was not fully developed or fully realized. The model therefore proposes an increase in responsibility for teachers, with a corresponding reduction in the role of faculty for direct supervision and assessment. Such a change in focus does not, however, imply a greatly increased workload for teachers, **nor does it imply that faculty members who have the skill, the expertise and the inclination, cannot continue to play a role in assisting in the professional development of students in the classroom.** Furthermore the model is intended to greatly improve communications between faculty members and school staff members and facilitate the service and research components of faculty members. The model is intended to provide the opportunity for the renewal of both participating schools and the Faculty of Education through increased cooperation in the task of educating pre-service teachers.

Recommendations

1. That the faculty approve the establishment of a "Partnership Schools" project as outlined in the "Partnership Schools" document.

2. That, to facilitate the organization and on-going development of the "Partnership Schools" project the Faculty establish an organizing committee comprised of three representatives from the schools and three representatives from the Faculty of Education (Chaired by the Dean or his/her appointee).

3. That the faculty amend the tenure and promotion document accordance with proposals contained within the "Partnership Schools: Faculty Reward Structures" document.

APPENDIX G

PROGRAM STREAM COMMITTEE

STATUS REPORTS

(Senior Years)
(Middle Years)
(Early Years)

Status Report of the Senior Years Program Stream Committee

Following is a brief summary of the work completed so far by the Senior Years Program Stream Committee:

1. Development of a "vision statement" for the senior years stream.

   To develop this statement, the committee held discussions to establish a "vision of a good senior years school", a "vision of a good senior years teacher", and to identify the experiences our students need to become the best teachers they can be. Discussion also included what was successful (and not so successful) in our current program. To assist the committee in this task

   a) ANSWERING THE CHALLENGE and IMPLEMENTING THE HIGH SCHOOL REVIEW (Manitoba Education and Training, 1992) and other related documents were reviewed, and

   b) MRS. MAXINE ZIMMERMAN and DR.NORMAN ISLER were invited to make presentations and participate in the discussions.

2. Review and revision of the Senior Years Program template.

   The following issues were identified in relation to the template and its modification:

   a) the need to develop a program that had some cohesion; a "program" rather than a series of courses

   b) the need to form cohort groups within the senior years stream; these should not necessarily be discipline-based or subject area groups but could include students from various majors and minors in each cohort

   c) the need to have a more integrated approach to teaching at this level; students need to know what students are learning across the curriculum, be able to make connections among disciplines and to use pedagogical practices from a variety of sources

   d) the need to develop a student-centered rather than subject-centered approach at this level, and to include an emphasis on research and reflection as they relate to professional practice

   e) the need to articulate the nature of the total program and the interrelationship of its components, and to create a closer link between what happens in the Faculty and in the Partner schools; for example, through teacher involvement in delivering courses or modules and collaborative research projects.

3. As a result of the discussion, the following adjustments were made to the template:

   a) the core curriculum course for all students be expanded to 3 credits in year 1. This course would be the nucleus course in the program; it would link together the core courses, the C&I (major and minor) courses, the ISE (Introductory School Experience) and form the base from which the cohort groups would be established across disciplines. It would provide a vehicle for building a "team" approach and integrated planning. It would provide for collaboration with the schools and for communication with the students and teachers about the use and organization of students' time in the ISE.

b) the Introductory School Experience (ISE) be incorporated into the core curriculum course and that students be given credit for it. The ISE would include a variety of experiences, observation of different groups at different levels, activities and assignments related to the core courses as well as the C&I subjects, or instruction on specific topics delivered by school personel; for example, "Teaching in an Inner City School". It would be distinguished from the second year student teaching experience in that it would not involve extended teaching in one classroom with one teacher.

c) the "Language for Learning" course be offered in year 2 and the Core curriculum course be offered in year 1. "Language for Learning" would deal with teaching literacy skills as they affect all subject areas.

d) the Special Topics courses be used only where required by the C&I areas. This would provide more flexibility in the program, as students not enroled in the majors or minors that require topics courses would take an additional elective. Students from other areas could also enrol in the Topics courses. For example, a Phys. Ed. major would be required to take the Special Topics course in Health, but the course would also be available as an elective to students with other majors.

e) other discussion included the need to develop a Communication Skills course for all students. It was recommended that this be come an integral part of the " Principles and Models of Teaching" course.

f) concern was expressed about the high degree of overlap among the core courses: Principles and Models of Teaching, Issues in Classroom Diversity, Differentiated Instruction, Psychological Foundations, The Teacher and the School System, and Foundational Perspectives.

4. Development of stream-specific and Curriculum and Instruction courses

The following courses have been developed and approved by the program stream committee. Course outlines include a course description suitable for publication in the University Calendar and a one-page topical outline. More detailed course outlines are on file.

a) All C & I courses Year 1 (3 cr.) and Year 2 (3 cr.) with the exception of Geography (there is no staff person in that area to develop the course).

b) Special Topics courses will be developed in the following areas:

MATHEMATICS
THE TEACHER AND THE WRITING PROCESS
HEALTH
SKILLS FOR INDEPENDENT LIVING

The following stream specific courses are in the final stages of development. Current copies of course outlines are available.

c) Core curriculum course (to be renamed)

d) TEACHER AS RESEARCHER

e) LANGUAGE FOR LEARNING

The following are the outstanding issues:

1. The MTS reperesentative on the committee has serious concerns about the issues that have been identified to the TITEP Steering committee, for example:

   a) the point of entry for students
   b) movement between streams
   c) overlap among streams

   It is assumed that these issues will be addressed by the Faculty as a whole as they affect all three streams.

2. The question of the Partner Schools and their relationship with the faculty needs to be further developed. It is hoped that this will be more than a new "student teaching" arrangement. In addition to the general issues identified by the Faculty and others, there are some aspects of this issue which are specific to the senior years stream due to the nature of subject area specialization. Issues that will need further exploration and clarification include the identification of Partner Schools appropriate for specific subject areas, the possibile use of subject area specialist teachers as adjunct professors in teaching C&I, and the development of true collaboration between faculty, teachers and student teachers. Many C&I instructors are reluctant to give up student teaching supervision because it provides regular contact with the field and is essential to their knowledge of the changing realities of school life.

3. There is still concern that the senior years program is not a cohesive program, but an assemblage of individual courses. There needs to be further development of the ideas expressed in (2) above; for example, the integration of the various components of the program; the links with the ISE, the courses and the school experiences; and the development of cohort groups and a "team" approach. Would it be possible, for example, to have one or two professors responsible for a group of students for the entire program?

4. There are also concerns about the cross-stream courses; in particular " Principles and Models of Teaching", as this is viewed as an integral part of the C&I component. In some courses there appears to be too much overlap, in others not enough attention to what the senior years instructors see as significant. More dialogue needs to take place among the various groups involved in developing the total program. Should we be concerned about the major differences that appear to be developing among the philosophy and approaches underlying the three streams?

5. How will we incorporate Native Studies into the program? If students can have a major or minor in this area, should we develop a C&I area or make it available as a Special Topics course, compulsory for Social Studies students, but available to other students in the program?

6. The flexibility in the program would be enhanced if students were admitted on a full time basis only, although given the nature of today's students, this doesn't appear to be an option. For example, the possibility of developing modules rather than full or half courses, and issues related to prerequisites could be more easily addressed if all students were in the program full-time.

The Senior Years Program Stream Committee members have made a major contribution to the development of this program to date, and are confident that continued development will significantly improve the Faculty Program.

Status Report of the Middle Years Program Stream Committee

The Middle Years Program Stream Committee has made considerable progress during the past nine months. At the initial meetings in September, the Program Stream adopted the Middle Years Sourcebook, Manitoba Education 1984, as a major resource for the development of the Middle Years Program in Teacher Education.

During the first meetings, concern was expressed with respect to resources for delivering a program and the nature of these resources (full-time vs part-time faculty) along with timetabling limitations that could influence the configuration of courses and degree of collaboration and team teaching. The committee agreed to defer discussion on the resource and timetabling issues, since there would be a fairly adequate time period between the submission of the program and its approval and implementation to address the issues. The issue of resources will be one that is crucial to program delivery and fidelity, yet difficult to resolve in the short term.

The Middle Years Committee endorsed the five curriculum and instruction areas as outlined in the TITEP Interim Report. The Committee recommended that Drama and Health Education be added with a credit hour weighting of 1.5 each. This recommendation was forwarded to the TITEP Committee where it was incorporated in the revised outlined. The Middle Years Committee has developed preliminary course outlines for curriculum and instruction in Art, Drama, Health, Math, Science, Social Studies, the Generic Course in Year One, and the scope of Language Arts. These courses have been reviewed by the Committee with suggestions for changes.

Language Arts time allotment is still a concern to the Committee. While the TITEP outline indicates that language arts receives the equivalent of seven credit hours, there is concern that at least two credits of this time will not be able to focus on foundation material thus leaving the language arts area with insufficient time to deal with the foundations including reading and children's literature. To accommodate some of the needs in language arts, it was agreed that all the curriculum and instruction courses should address the issue of language arts and language development across the curriculu. The next draft copies of the course outlines will reflect language arts and language development across the curriculum.

It was agreed by the Middle Years Committee to proceed to complete the writing of draft course outlines and that this task would be completed by June 30, 1993.

The Middle Years Committee has examined the cross-stream courses as they have been circulated. Feedback has been provided to the respective course committees. The Committee feels strongly that cross-stream course overlap with cross-stream courses as well as with the curriculum and instruction courses must be monitored carefully. Further, it is recommended that there be a fit between and among the cross-stream and curriculum and instruction courses.

While course development can proceed, at least to the point of identifying the basic content that needs to be included, much work is still required to address the following:

- Attention is needed to ensure that the cross-stream courses and the curriculum and instruction courses do not become separate entities with little or no linkage between them.
- The need for faculty resources has to be addressed fairly soon. Currently, some of the courses in middle years curriculum and instruction are taught by sessional faculty. Continuity may be jeopardized if faculty turnover is high or if faculty orientation and/or collaborative planning are not figured in a sessional's teaching load.

- The question of scheduling of courses along with faculty loads are important to the implementation and maintenance of the middle years program.
- The current outline does very little to change the heavy emphasis of curriculum and instruction occurring in the final year of the program. This may well result in a continuation of the student workload problem we presently have.
- The time allotment for the area of language arts is not sufficient.

Status Report of the Early Years Program Stream Committee

What is the purpose of this early years program ?

The purpose of this program is to provide the initial preparation for early years teachers for the province of Manitoba. Our graduates may teach in any part of the province; the north, rural or urban areas. All of these areas of the province are diverse both economically and culturally. Our graduates must not only be aware of this diversity but value it for the contribution it makes to our society.

As we prepare this program in 1992-93, we are aware that the graduates of this program will spend most of their teaching careers in the 21st century. We know that it is not possible to predict all that early years teachers will need to know in the future. We can, however, engage them in an initial preparation program which will provide them with starting points and an understanding that they will need to continue to learn throughout all of their professional careers.

What assumptions can we make about the students coming into this program ?

We can assume that the students who are admitted to this program will have completed at least 90 credit hours of work in another faculty. We know that they will be students with very good academic backgrounds. They also bring a wide variety of experiences in schooling, work and living. We can assume that the candidates will be very capable of learning and worthy of being trusted as learners.

We also will assume that the Faculty will take a proactive recruiting stance to ensure a broader, more culturally and linguistically diverse student population.

Whether they are aware of it or not, these students will have a set of beliefs about what learning is, what knowledge is and what teaching is. These beliefs act as frameworks through which the candidates build new learning. As they enter the program these students may not have had opportunities to articulate their views or to call them into question. It is important for us to understand this and provide students with opportunities to make their own current visions more explicit.

Visions of Early Years Educators

Underlying both years of the early years program should be the following visions of early years educators. Early Years educators are:

> People who are captivated by young children, who enjoy working with young children and who respect their contributions.
>
> People who are insightful, sensitive and systematic observers of young children. This involves:
>
> > being mindful of the general patterns of development, but aware of the importance of sociocultural experience and individual diversity;
> >
> > appreciating the need for children to play, the importance of activity, the need for children to make choices, and the need for helping children to reflect on their learning with others;
> >
> > recognizing the need for children to be making connections with their own and each other's current experience and understandings;

understanding that all learning begins with the learners themselves and respecting and trusting children to have questions and interests that are worthy of pursuit;

understanding that learning is not a race and valuing error as a window into present understandings.

People who have insight into the creation of engaging, "educative" experiences (experiences which invite deeper involvement and enhanced enjoyment) based on his/her observations of young children, understandings of how young children learn, the interests of the community, and his/her understanding of the questions, tools, and processes of conventional knowledge domains:

understanding the disciplines not as content to be mastered, but as conventionalized questions that have developed over time, and which provide different perspectives for knowing/ feeling/ exploring the world around us;

are constantly trying to learn all that he/she can about each of these domains, with a view to forging connections among them.

People who see themselves as learners/ inquirers...people with a wide range of interests who exhibit wonder and an unending supply of questions about the physical and social world around them, coupled with the grace to act as co-inquirer in the pursuit of those questions.

People who have

thought a great deal about their own learning processes

take responsibility for their own on-going learning/ development

are so enraptured with their own learning that they are willing to share it with anyone who expresses an interest

People who are team players who see themselves as partners with children, parents, the community and other professional educators in the development of appropriate experiences for the particular children with whom they are working.

People who

value diversity and see diversity as contributing strength to a "community of learners";

are able to articulate and supply evidence to support their own current understandings about the education of young children.

The Early Years Teacher Education Program

The Early Years Teacher Education Program should help our students to meet the visions described above.

The underlying framework for the early years teacher education program, like that of the middle and senior years programs, is based on the work of Lee Shulman. His seven components can easily be identified in the content of the program. In addition, however, the early years program stream members would like to add a category of "Self". We believe that an understanding of self as both learner and teacher is critical to becoming a teacher. These eight categories can be thought of as the broad areas of study which should be included in the preparation of any teacher.

Given this framework as a starting point, the curriculum of the early years program needs to be developed.

What is Curriculum ?

In the past in teacher education, the curriculum has been thought of as the content in the course outlines in the program.

Curriculum has been a body of information which was to be passed to students in the program through lectures, seminars, texts, assigned readings, etc. Evidence of student learning of this curriculum has been through exams, tests, projects and papers. In other words, curriculum has been seen as a predetermined body of knowledge to be taken in by students and examined to be sure they had understood it.

Shulman (1989) himself did not believe that this vision of curriculum was appropriate. He said that education is not:

> . . .like Federal Express. It isn't taking this package of stuff and delivering it. It's a process of elucidation, joint construction, nurturance, and midwifery. Our policy is, we don't deliver. Anything that can be merely delivered probably wasn't worth having in the first place. (Shulman, L.S., 1989. Toward a pedagogy of substance. AAHE Bulletin, June, p. 11)

In the early years program we have a different vision of curriculum. This new vision is based on different understandings of learning, of knowledge, and of teaching. First, we see learning as a social activity which occurs in a cultural context. We see learners as actively constructing knowledge and making sense of their experiences together with other learners. We see them articulating their own questions and pursuing the answers to these questions with others and on their own. Knowledge is not just a body of information gathered and put to memory; rather it is the creation of meaning by the learner through transforming past experiences and understandings. Teachers are inquirers and learners, too. With their students, they negotiate areas of inquiry and support that inquiry in whatever ways are appropriate. Learning is assessed in ways which involve the learners more, using such vehicles as journals, portfolios and conferences. The curriculum in this view is "the shared process of students and teachers working together through negotiation" (Short and Burke) by pursuing questions of import to them.

We believe that we need to create communities of learners who can and will support each other's learning. Within that community of learners, the curriculum of the early years program needs to be learner-centred, that is, it needs to be driven by learner concerns, needs, and issues. Within the broad parameters of the Shulman framework adopted by TITEP, and the category we added of self, learner questions need to be addressed. Our students need to search for answers to their own questions and to test their findings out with their peers, their professors and against the current research, expert practice, and writing in the field.

We believe that there are very important differences in these two approaches to curriculum. Two of the most critical differences are the concepts of expertise and power inherent in each of these visions. In the traditional view the expertise resides in either the professor or in experts in the discipline (usually found in texts or other assigned readings). In the same way, power resides with the professor. It is the professor who sets the agenda for the classes, determines who speaks, and when, and who sets the assignments and assigns the grades. In the view we are proposing the students are assumed to have expertise which they have gained from their life and school experiences. They build on these experiences to construct new understandings and meanings. They share the power with the professor in determining the curriculum, in having many opportunities to share their ideas with others and in developing their own voices in the community. We believe in the long run that this will provide our students with the ability to change and grow as they meet new learning and teaching situations in the future.

One can see that the role of the professor in these visions is altered. The role is far more complex than it was. It requires the professor to be a learner/ inquirer with his/ her students and to provide the supports for students' inquiry. It calls for the professor to respect the learners' agenda and to engage in genuine research with them into the questions and issues with which they are concerned. It calls for new ways of interacting with our students. If there is a genuine shift in power, we cannot continue to lecture at our students. Rather we will interact with our students more as equals in conversation and sharing their understandings and perceptions with us and one another. They will talk together, explore ideas together and continue to learn together. As previously mentioned, professors and students together, will have to find new ways to evaluate student growth and to record that growth for university records. These new ways will involve the students in greater self evaluation; through the development of portfolios and through conferencing. Using such devices, within the larger parameters of the program, students will identify what and how they have learned. Thus, our roles and our practices as professors will have to be very different from our current ones. Our ways of assessing/evaluating ourselves (the professors), consequently, will also need to change.

We also believe that real world questions are seldom those which can be answered by a single course or discipline. The connections among learning theory, curriculum and teaching are intertwined. For this reason we see a need for professors to work together as members of a team, with each other and with our students involved in the study of questions of theory and practice. We believe we need to model collaborative inquiry with our students if we expect that they, in turn, will model it with young children. We envision curricula derived from student questions and addressing (at least in the first instances) common themes or topics from the perspectives of several disciplines so that students are allowed to explore a range of alternative ways of thinking about learners, learning, development, knowledge, teaching, and curriculum. As they do this the students will become more aware of their own current beliefs and of alternatives beliefs. We hope that they will come to see that these beliefs have a profound effect on the way one teaches, on what and how one evaluates, the physical arrangement of the classroom, the roles parents play . . .

The Program

We believe the whole program should be **stream specific**. We recognize that this has the disadvantage that early years students will only interact primarily with early years students, as opposed to coming into contact with students from other program streams. At this moment we think that the advantages of an integrated curriculum outweigh the advantages of these interactions with students from other streams. One reason we have for making this decision is that we sense that we want to operate from a different philosophical stance (a constructivist position) than the other streams. Another reason is related to our desire to create a program which will allow us to deal with issues of theory and practice in an integrated fashion. We also see that control over all dimensions of the program will allow us to be more flexible, especially in terms of timetable, assignments, and evaluation.

We recognize that this may cause problems. We know that this is not the favoured stance of the Manitoba Teachers' Society. However, it is the favoured stance of Early Years Teachers' Organizations.

We also recognize that this may cause some students problems if the wish to transfer from one stream to another. We think we could work out the problems for the few students who might want to switch from one stream to another (especially when we know that prior academic background preparation will also need to be considered before transfer will be allowed.)

We believe that the two years of the program need to be thought of as a continuous, developmental program for our students. We think that a set of beginning focusing questions needs to be developed to guide our students over the two years. For example, we might use a set of questions such as:

1. Who am I as a learner? as a teacher?

2. Who are young children? How are they different from one another?

3. What do I need to know about how young children learn?

4. What do I need to do to support my own learning?
   How can I support young children's learning?
   How can technology support my learning and that of young children?

5. What do I need to learn?
   What do I want young children to learn? (curriculum and domains)
   What is worth learning?

6. How will I know what I've learned? How will I know what young children have learned?

7. How do I provide evidence of my own learning? of children's learning?

8. How do contexts impact upon my own learning and the learning of children?

Both years of the program will be used to explore these questions and many other supporting questions. Our students will be encouraged to raise their own questions and take more and more ownership for their own learning. Questions will move from broad, general questions to specific, in-depth ones of both theory and practice as students increasingly engage in a variety of forms of reflective practice.

The first year of the program will be designed to introduce students to early years as an area of study and teaching, and to enable them to understand themselves better as learner/ inquirers. We anticipate that the program will have two overarching dimensions. The first will be to provide the students with experiences to become more aware of themselves as learners, their own understandings, beliefs and values related to learning teaching, curriculum, and the knowledge domains. The second dimension is related to the implications of all of this for developing curriculum with children; who are children? how do they learn? how do they learn to write, to read, to do mathematics? How do teachers support children's learning? How do they create environments for young children's learning? How do the children's cultural contexts support learning?

The second year will focus on curriculum and an in-depth study of the major domains of the curriculum, on preparing learning environments which support the learning of young children, on planning and implementing integrated program for children with varying interests and abilities in particular cultural contexts.

We would prefer to think about delivering Shulman's categories over four terms which we would designate as Early Years Education, Part I, II, III, and IV. Each part would carry the weight of 15 credits.

Early Years Education Part I 15 credits

This first part would examine some of the topics and issues which might normally be found in the courses which were outlined in TITEP's templates. However, we envision these as having an early years focus delivered as outlined above.

- Our preferred position would be to use the Shulman categories, and the category of Self which we think needs to be added, in roughly the weightings agreed to in the TITEP proposal. We see these offering perspectives on a variety of issues. Our group cannot envision how these categories can be delivered as separate pieces (or courses). We do not see how , for example, we can deal with issues of curriculum without at the same time dealing with issues of learner characteristics, learning theory, contexts, diversity, etc.

We prefer to think of the questions that these categories raise for our students as both learners and teachers. We have developed a series of questions using the topics outlined in the TITEP templates which guide our thinking in these areas. These are available from the program chair.

A sample outline of the issues of a first term is attached as Appendix B. This attempts to indicate some of the potential topics which might be used to begin the year.

We propose that a team of instructors be identified who would work out major issues with our students and who would be assigned to the program on the basis of the relative weighting of the Shulman categories. In our vision of this program, a component which currently has a either a 6 or a 3 credit weighting would be spread over two terms so that students would continue to address the perspectives of these categories as they dealt with new issues. The team would agree on assignments and evaluation strategies.

Early Years Education Part II 15 credits

This second term would build on the work of the first term and would continue to deal with the eight categories. The same integrated approach would be taken to new issues identified by the team members and the students.

We have not yet addressed the kinds of issues which provide the focus for this second part of the program.

- We have decided to share with you what we believe to be the best way to think about a program for educating early years teachers. We recognize that this does not match current practice nor current ways of thinking about implementation of a program. We also recognize that, at the present time, the authority for approving these components resides in the various departments of the faculty and that approval for this type of change from specific courses to broader program perspectives may not be widely approved. However, we think we would be remiss if we did not share our vision with you.

Early Years Education Part III 15 credits

The focus of this third part of the program would be more in-depth examination of curricular domains but with a conscious effort to keep the perspectives (diversity, contexts, differentiated instruction, technology, management) of the first year in mind as these studies unfold.

An Elective
School Experience

Early Years Education Part IV

This is a term of pulling together learning from all four terms and demonstrating:

Curricular planning in all areas of curriculum as outlined above.
This planning will be for the final school experience and will require students to demonstrate their awareness not only of early years practice but their awareness of the cultural contexts of the children and of their individual differences.

School Experience
Final Evaluations (Portfolios, Displays of work, etc.)

• Note: The French/Heritage Languages/Aboriginal Languages/ESL Question

The early years group continues to be concerned over the questions of French, Heritage Language and ESL instruction.

As the Faculty adopts more proactive recruiting practices of multicultural students, the concerns and demands for these areas of curriculum will probably increase. Certainly there is a strong feeling in the multicultural community that we must include more students from these groups in our programs and address more cultural and language issues in our programs.

Thus, a 3 credit elective does not seem to us to offer a very realistic solution to the problems of training in these areas.

While recognizing that our current student population could not provide us with enough students to have one section of students with these backgrounds, new recruiting policies may. If we had enough students to form one section, we could offer greater emphasis on second language acquisition in a number of places in the new program. We think that these courses would have to be delivered in English. Also, however, since French speaking students continue to be the largest language group with whom we are concerned, when hiring part time staff to deliver components of the program, we could hire people who are bilingual who could deliver these in French.

We think that the Faculty needs to decide what it is prepared to support in the area of second language instruction. Do we plan to continue to prepare basic French and Immersion teachers? Will we offer second language instruction in heritage and Aboriginal languages? What about English as a second language? If we do, we must find a way to support this dimension of our program so that it is one we can be proud of.

How will we implement this program?

It seems to be important for us to try to articulate how this program will eventually be delivered. As we stated earlier we would like to deliver this program over four terms as a team of staff and students.

Earlier in this summary we have indicated how we see this program being delivered. There are, however, some practical issues which we need to address.

Implementation will depend upon the parameters of the program.

What do we currently know about these parameters? What questions remain?

We know the program will be delivered in two years or four semesters.

We know that at least part of the staff will be involved in both years of the program. We can assume that these staff members will be the core of the team and will need to provide leadership for the on-going development and implementation of the program.

In the first year we will have a maximum of 100 students. This total group may be taught in a group of 100 on some occasions, or in 3 groups of 35 as suggested in Dean Stapleton's resource report (Nov.12), or in smaller (10-15 people) seminar groups. These smaller groups may be cohort groups to whom a staff advisor would be assigned for the year. Will these also be the school groups?

We have figured that this would require the equivalent of 7 and half staff members for the first year (using 12 credit hours as the portion of any staff member's work load as undergraduate work). Is it possible to get the fewest number of actual people to make up those 7 and a half equivalents?)

In the second year there will be 150 students; 100 from the previous year and 50 from the University of Winnipeg. Again these students will be placed in cohort groups. Will the U of M/ U of W students stay in their original cohort groups or will they be mixed together in new groups?

Second year classes may be larger. Large group meetings will obviously have 150 students. Other groupings, decided by the team, will range from 10 to 35.

In this year we will need at least 8 staff members to deliver the various curriculum components. We may need more people if one person cannot handle the full load in one subject area.

What kinds of space will be available for our students? Can they be assigned a home room space where their work can be on-going?

We know that students will be placed in "partner schools". Will this be one school for both years? or more than one? How will students from the two universities be placed in schools? One school for one university? Students from both universities in the same school for both years?

What will the relationship of classroom teachers be to year 1 of the program? Year 2? What will our relationship to the partner schools be? How will these relationships be negotiated?

At the present time the planned length of the school experiences are:

Year 1	First Semester	3 week block
	Second Semester	3 week block

Year 2 The pattern now in use in the elementary program will be used.

Can these time arrangements be changed?

What will the relationships be between the school experiences and the university program? How much input will cooperating teachers have into the early years curriculum? What strategies will there be to create genuine partnerships with schools? What will our role be in this partnership? How will the schools be selected? What role will we play in the selection of these schools? When can that job begin?

What resources are available for the " partnership schools" for the early years program? Is there an amount per student? If so, what is it?

This team has another concern which relates to how undergraduate teaching, program development, team participation and research into teaching is valued in this faculty. If we are serious about making significant changes in the ways we approach these areas, these must be reflected in the promotion and tenure documents of the faculty. Further, when these expectations are clearly part of workload, staff members must be made aware of their responsibilities and held accountable to participate fully.

APPENDIX H

RESOURCE IMPLICATIONS

THE UNIVERSITY OF MANITOBA

Inter-Departmental Correspondence

FACULTY OF EDUCATION

****

16 November 1992

TO: Members of the Faculty of Education
External Members of Program Stream Committees

FROM: John J. Stapleton, Dean John J Stapleton

SUBJECT: **RESOURCE IMPLICATIONS OF THE B.ED. PROGRAM PROPOSED BY TITEP**

The purpose of this memorandum is to provide information about the resource implications of the B.Ed. model proposed by TITEP and accepted in principle by Council, and to invite discussion about adjustments that might be made in the delivery of the program to further reduce costs. The memorandum begins with some observations about the current utilization of resources, and then makes comments designed to clarify the enclosed tables.

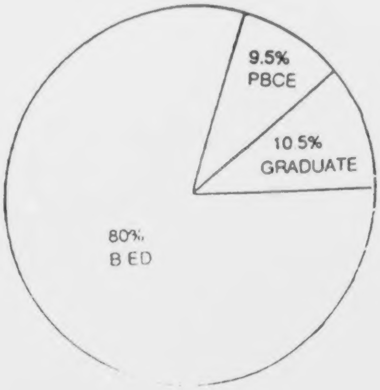
CURRENT RESOURCE DEPLOYMENT

In support of its objectives, the Faculty currently offers the B.Ed., M.Ed. and Ph.D. degree programs and the PBCE certificate program. Using sections of three credit course offerings during the fall-winter semesters as a measure of resource deployment, the following table and graph show the resources allocated to teaching in the 1992-93 academic year.

FIGURE 1
THE PROPORTION OF FACULTY RESOURCES IN TERMS
OF NUMBERS OF SECTIONS OFFERED AT EACH COURSE LEVEL IN 1992-93

Course Level	No. of Sections*	Percentage of Resources Used
B.Ed. Program	334	80.0
500-Level	40	9.5
700-Level	44	10.5
All Levels	418	100.0

*No. of Sections are expressed in three-credit hour equivalents.



It might also be noted that

a. over the past five years or so, the total number of sections has been reduced from approximately 480 to 418;

b. the operating base budget of the Faculty has declined by 8.55 per cent over the past three years;

c. the number of full-time academic lines has declined by 5 positions from 73 to 68 over the last five years (the 68 has included 4 unfilled lines during the current year with the freed up budget dollars being used to support part-time faculty appointments who now teach or supervise between 40 and 45 per cent of the sections described Figure 1);

d. our academic FTE/Load Unit ratio (a University-wide measure of faculty effort) in 1991-92 was .94, the sixth highest in the University, (see Tables 5 and 6); and

e. the average class size in the Faculty is now approximately 22.5, and this includes the 102 sections currently allocated to the supervision of student teaching.

PROJECTED RESOURCE DEPLOYMENT: NEW B.ED. PROGRAM

a. Table 1 shows that in the new B.Ed. program we would have 750 full-time students enrolled in Education, comprised of 300 in Year 1 and 450 in Year 2. This larger Year 2 enrolment would include the visiting students from the University of Winnipeg.

b. In order to build the projection, key assumptions have had to be made. Table 2 shows the Year 2 Senior Years Curriculum and Instruction course registrations as well as the existing secondary course registrations. The projected 330 course registrations include specialists enrolled as Middle Years students.

c. Table 3 is ONE organizational scenario for offering the new B.Ed. program. It assumes that with one exception (the introductory 134-2, C & I Senior Years), class sizes will be kept to a maximum of 35 students. It also assumes the availability of 8 electives in Year 1 and 16 electives in Year 2. Given these assumptions, the Faculty would offer 703 credit hours or 234.3 sections of three credit hour units. By contrast, our existing B.Ed. program, excluding student teaching, requires 183 sections of three credit hour units. This is a difference of some 51 sections or 27.9 per cent. Three factors account for this difference:

   i. the TITEP proposal calls for Curriculum and Instruction courses to be offered in Year 1, and this adds 15 sections,

   ii. Senior Years students must take 60 credit hours of Education courses in the new program rather than the 48 credit hours in the existing one, and this adds 20 sections, and

   iii. Student teaching is given 6 credit hours in the new program rather than the 9 in the existing one which means that 3 credit hours per student of lecture courses must be offered, and this adds 15 sections.

d. Table 4 is a comparison of instructional costs of delivering the current and proposed programs.

i. Student teaching supervision is done currently by full-time and part-time faculty members, and in total during 1992, we offer the equivalent of 102 three credit hour sections. The Table makes the following assumptions:

. all supervision of student teachers is done by individuals hired for this purpose,

. new supervisory patterns are going to emerge as a result of the deliberations of the Working Group on Partner Schools,

. the cost of the supervision will be approximately $180,000.

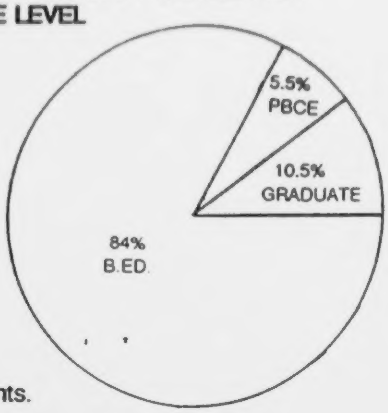
ii. The difference between the new and current programs is $59,965, the equivalent of approximately 17 sections staffed by sessional instructors.

e. The new program would require 351 sections of three credit hour courses in comparison to the 334 sections offered this year. On the assumption that the extra 17 sections would come from the PBCE 500-level courses, the new configuration would be as shown in Figure 2.

FIGURE 2
THE PROJECTED PROPORTION OF FACULTY RESOURCES, IN TERMS OF NUMBERS OF SECTIONS OFFERED, AT EACH COURSE LEVEL

Course Level	No. of Sections*	Percentage of Resources Used
B.Ed. Program	351	84.0
500-Level	23	5.5
700-Level	44	10.5
All Levels	418	100.0

*No. of Sections are expressed in three-credit hour equivalents.



OTHER RESOURCE CONSIDERATIONS

The resource scenario illustrated in Figure 2 and Tables 1 through 4 is not the only way in which the program could be offered. And indeed, the tables assume a steady state offering of 418 sections of three credit hour course units for all levels of instruction. This assumption, itself, may not hold as declining operating budgets may require changes in program delivery or program priority or both. Options which might be considered either singly or in combination include the following:

. a reduction in the number of Special Topics courses offered in the Senior Years,

. dramatic increases in class sizes, at least for some common stream courses, and

. counting student teaching for 9 credits instead of 6, thereby reducing the number of lecture courses that are to be offered.

TABLE 1
TABLE SHOWING ENROLMENTS AS SPECIFIED IN THE TITEP PROPOSAL

PROGRAM STREAM	YEAR 1	YEAR 2			GRAND
	UM ONLY	UM	UW	TOTAL	TOTAL
EARLY YEARS	100	100	50	150	250
MIDDLE YEARS	100	100	50	150	250
SENIOR YEARS	100	100	50	150	250
TOTAL	300	300	150	450	750

TABLE 2
TABLE SHOWING 1992-93 COURSE REGISTRATIONS IN SECONDARY CURRICULUM AND INSTRUCTION COURSES AND ONE POSSIBLE SCENARIO FOR COURSE REGISTRATIONS IN THE SENIOR YEARS STREAM OF THE NEW PROGRAM

SUBJECT AREA	1992-93			NEW PROGRAM			
	UM REGS	UW REGS	TOTAL REGS	UM REGS	UW REGS	MIDDLE YEARS REG	TOTAL REGS
Art	5	0	5	5	5	3	12
Biology	12	6	18	8	3	-	11
Chemistry	12	5	17	7	3	-	10
Computer Science	8	0	8	5	5	-	10
English	44	25	69	20	15	-	35
French	27	16	43	15	10	10	35
General Science	14	4	18	10	5		15
Geography	51	17	68	15	15	-	30
Heritage Languages	13	3	16	10	5	-	15
History	60	26	86	20	15	-	35
Mathematics	28	16	44	15	5	-	20
Music I	12	5	17	15	2	5	22
Music II	4	0	4	15	2	5	22
Physical Education	24	11	35	20	5	5	30
Physics	4	4	8	5	-	-	5
Theatre	6	3	9	5	5	-	10
Human Ecology I	7	0	7	5	-	1	6
Human Ecology II	7	0	7	5	-	1	6
TOTAL	338	141	479	200	100	30	330

Note: Curriculum and Instruction registrations for 1992-93 include minor areas of specialization for students in the RRCC/UM program.

TABLE 3
ONE POSSIBLE RESOURCE ALLOCATION TO MEET REQUIREMENTS OF THE PROPOSED NEW B.ED. PROGRAM

LIST OF COURSES

COURSE NUMBER*	TITLE	SECT.	NO. OF CR.HRS.	TOTAL SECT. SIZE
100-3	Tchr & Schl. System	9	27	35
101-3	Tchr & Tchnlgy	12	36	25
110-6	Princ. & Models (EY)	3	18	35
111-6	Psych. Found (EY)	3	18	35
112-3	Issues in Div. (EY)	3	9	35
113-6	C & I Early Years	3	18	35
120-6	Princ. & Models (MY)	3	18	35
121-6	Psych. Found (MY)	3	18	35
122-3	Issues in Div (MY)	3	9	35
123-6	C & I Middle Years	3	18	35
130-6	Princ. & Models (SY)	3	18	35
131-6	Psych. Found (SY)	3	18	35
132-3	Issues in Div. (SY)	3	9	35
133-3	Language Across Curr.	3	9	35
134-2	C & I Senior Years	1	2	100
135-2	C & I Art I	1	2	5
136-2	C & I Comp. Science I	1	2	5
137-2	C & I English I	1	2	20
138-2	C & I French I	1	2	15
139-2	C & I Geography I	1	2	15
140-2	C & I Heritage Lang. I	1	2	10
141-2	C & I History I	1	2	20
142-2	C & I Math I	1	2	15
143-2	C & I Vocal Music I	1	2	15
144-2	C & I Instrum. Music I	1	2	15
145-2	C & I Physical Educ. I	1	2	20
146-2	C & I Senior Science	1	2	30
147-2	C & I Theatre I	1	2	5
148-2	H.Ec. Foods & Nutr. I	1	2	5
149-2	H.Ec. Clothing & Text. I	1	2	5
150-2	Elective - Dble Science	1	2	15
180-3	Elective	1	3	30
181-3	Elective	1	3	30
182-3	Elective	1	3	30
183-3	Elective	1	3	30
184-3	Elective	1	3	30

*See p. 7 for an explanation of course coding.

COURSE NUMBER	TITLE	SECT.	NO. OF CR.HRS.	TOTAL SECT. SIZE
185-3	Elective	1	3	30
186-3	Elective	1	3	30
187-3	Elective	1	3	30
200-3	Found. Perspectives	15	45	30
210-3	EY Practicum I			
211-3	EY Practicum II			
212-3	C & I Physical Ed (EY)	5	15	30
213-4	C & I Lang. Arts (EY)	5	20	30
214-2	C & I Soc. Studies (EY)	5	10	30
215-4	C & I Math (EY)	5	20	30
216-2	C & I Science (EY)	5	10	30
217-2	C & I Art (EY)	5	10	30
218-2	C & I Music (EY)	5	10	30
219-2	C & I Drama (EY)	5	10	30
220-3	MY Practicum I			
221-3	MY Practicum II			
222-3	Diff. Instruct. (MY)	5	15	30
223-3	C & I Art (MY)	5	15	30
224-3	C & I Soc. Studies (MY)	5	15	30
225-3	C & I Science (MY)	5	15	30
226-3	C & I Lang. Arts (MY)	5	15	30
227-3	C & I Math (MY)	5	15	30
230-3	SY Practicum I			
231-3	SY Practicum II			
232-3	Curric Devel/Project	5	15	30
233-3	Diff. Instruction (SY)	5	15	30
234-3*	Topics: Art (SY)	1	3	3
235-3*	Topics: Tchr & Writing	1	3	18
236-3*	Topics: French	1	3	13
237-3*	Topics: Geography	1	3	15
238-3*	Topics: History	1	3	18
239-3*	Topics: Herit. Lang.	1	3	6
240-3*	Topics: Human Ecology	1	3	5
241-3*	Topics: Mathematics	1	3	10
242-3*	Topics: Music	1	3	20
243-3*	Topics: Phys.Ed/Health	1	3	30
244-3*	Topics: Theatre	1	3	5
245-3	C & I Art II	1	3	13
246-3	C & I Biology	1	3	11
247-3	C & I Chemistry	1	3	10
248-3	C & I Comp. Science II	1	3	10
249-3	C & I English II	1	3	35

*Topics Courses may be replaced by Elective Courses with enrolments of 35 students each.

COURSE NUMBER	TITLE	SECT.	NO. OF CR.HRS.	TOTAL SECT. SIZE
250-3	C & I French II	1	3	25
251-3	C & I General Science	1	3	25
252-3	C & I Geography II	1	3	30
253-3	C & I Heritage Lang. II	1	3	15
254-3	C & I History II	1	3	35
255-3	C & I Mathematics II	1	3	20
256-3	C & I Vocal Music II	1	3	22
257-3	C & I Instrum. Music II	1	3	22
258-3	C & I Physical Ed. II	1	3	30
259-3	C & I Physics	1	3	5
260-3	C & I Theatre II	1	3	10
261-3	C & I H.E. Foods/Nutr.II	1	3	6
262-3	C & I H.E. Cloth/Text.II	1	3	6
280-3	Elective	2	6	30
281-3	Elective	2	6	30
282-3	Elective	2	6	30
283-3	Elective	1	3	30
284-3	Elective	3	9	30
285-3	Elective	1	3	30
286-3	Elective	2	6	30
287-3	Elective	1	3	30
288-3	Elective	2	6	30

TOTAL EXPRESSED IN CREDIT HOURS:	703
TOTAL EXPRESSED IN THREE-CREDIT HOUR EQUIVALENT COURSES:	234.3

Course Number Codes

Course numbers have been assigned to reflect (1) the year in which the course is to be taken, (2) the Stream in which the course is to be offered, and (3) the number of credit hours.

Using 113-6 Curriculum and Instruction in the Early Years as an example, the following explains the number coding.

YEAR	STREAM (See List below)	CREDIT HOURS
1	13	6

Stream Codes

00-09	Cross-Stream Courses
10-19	Early Years Courses
20-29	Middle Years Courses
30-69	Senior Years Courses
80-89	Electives

TABLE 4
A COMPARISON OF INSTRUCTIONAL COSTS FOR DELIVERING THE CURRENT AND PROPOSED B.ED. PROGRAMS

Activity	Current Program		New Program		Difference	
	No. of Sect.	Session. $ Cost	No. of Sect.	Session. $ Cost	No. of Sect.	$ Cost
Lecture Courses Required (1)	183		234		51	175,185
SSE Sections (2)	47	35,500	0	0	(47)	(35,500)
Student Tchg* (3)	102	200,000	90	180,000	(12)	(20,000)
Microteaching (4)	34	31,310	30	18,420	(4)	(12,890)
Nos. of Sections of Student Teaching taught by Full-Time Faculty* (5)	28	0	0	0	(28)	(96,180)
UM/RRCC Program (6)	15	0	15	0	0	0
Teaching Load Adjustments (7)	0	0	10	34,350	10	34,350
TOTAL DIFFERENCE						59,965

Notes:

(1) Costs have been based on an expected pay rate for Sessional Instructors of $3435 for three credit hours of instruction.

(2) Seminar and School Experience sections currently are weighted 2 to 1 for teaching load credit by full-time faculty, and have a sessional instructor cost of $1224 per section. In 1992-93, the Faculty pays for 29 SSE sections.

(3) In 1992-93, sessional instructors are hired to supervise students in the equivalent of 74 three-credit hour sections or approximately 740 student teachers at $275 per student per term. This totals approximately $200,000.

(4) Microteaching courses are taught exclusively by sessional instructors at a cost of $1224 per section.

(5) All supervision in the new program is to be done by people hired specifically for this purpose.

(6) For the purposes of this scenario, the RRCC/UM program is assumed to be unchanged in the number of course offerings required each year.

(7) Adjustments must be made in light of the varying numbers of credit hours assigned to courses and because in many cases, plans are to assign more than one faculty member to each course. As a result, teaching loads will be uneven (16-18 credit hours) with the Faculty absorbing the cost of the unused time.

Source: Reports provided by Institutional Analysis and *estimates provided by the Director of School Experience.

TABLE 5
1991-92 COMPARISON OF ACADEMIC UNITS ACCORDING TO LOAD UNITS EXPENDED

Faculty	FTE Load Unit (Rank Order)	Norm to University (%)	Total Expenditure* Load Unit
Agricultural and Food Sciences	1.04 (05)	127	122,075
Architecture	0.82 (12)	101	69,711
Art	0.86 (10)	106	72,565
Arts	0.70 (15)	86	54,600
Dentistry	1.12 (03)	137	128,106
Education	0.94 (06)	115	70,895
Engineering	0.75 (13)	92	82,075
Human Ecology	0.91 (08)	111	77,447
Law	0.91 (07)	112	94,861
Management	0.84 (11)	103	74,192
Medicine	0.69 (16)	85	83,959
Music	1.13 (02)	139	118,273
Nursing	1.12 (03)	137	74,679
Pharmacy	1.18 (01)	145	107,044
Physical Education/ Recreation Studies	0.71 (14)	87	52,726
Science	0.89 (09)	110	78,781
Social Work	0.64 (17)	79	52,005

*Includes:
Operating Budget
Renovation and Equipment
Research Income
Special Funds

Source: From the DATA Booklet provided by Institutional Analysis to the Budget Advisory Committee

TABLE 6
COMPARISON OF ACADEMIC UNIT BUDGETS FOR 1991-92
($000)

Faculty	Allocation from U. of M. Operating Budget	Renovation and Equipment	Research Income	Special Funds	Total Expend.
Agricultural and Food Sciences	10,191.6	66.0	5,160.9	899.9	16,318.4
Architecture	4,119.0	40.9	34.7	38.5	4,233.1
Art	1,786.0	11.1	31.7	10.9	1,840.1
Arts	24,923.0	47.1	1,063.5	511.1	26,545.3
Continuing Education	6,369.0	10.1	39.3	3,079.1	9,497.8
Dentistry	6,111.0	42.9	876.6	2,560.1	9,590.9
Education	6,140.0	15.4	37.5	1,191.2	7,384.5
English	8,765.0	127.0	5,547.0	1,095.0	15,446.0
Graduate Studies	1,907.0	38.0	262.0	1.0	2,173.0
Human Ecology	2,615.0	26.4	802.0	10.4	3,448.7
Law	2,399.0	5.1	243.7	738.0	2,721.7
Management	6,127.0	9.2	353.7	177.1	6,667.3
Medicine	21,410.0	123.0	25,993.0	7,355.0	54,882.0
Music	1,353.0	56.3	16.5	2.6	1,428.0
National Resources Institute	320.0	3.0	148.0	1.3	472.4
Nursing	2,610.0	8.0	196.5	5,453.0	3,360.6
Pharmacy	1,028.0	6.8	241.2	29.8	1,306.0
Physical Education	1,564.0	16.3	174.7	271.5	2,207.0
Science	20,258.0	159.8	5,901.8	300.8	26,620.0
Social Work	1,928.0	7.9	400.5	2,582.0	4,919.1

Source: From the DATA Booklet provided by Institutional Analysis to the Budget Advisory Committee

APPENDIX I

SUBMISSIONS TO TITEP

SUBMISSIONS TO TITEP

Association of Second-Language Consultants in Manitoba School Divisions
Boutin, France (Curriculum: Humanities and Social Sciences)
Canadian Association for Young Children
Carlyle, J.D. (Deputy Minister of Education and Training)
Clifton, Rod (Educational Administration and Foundations)
Community Education Development Association
Council for Exceptional Children
Dary, J. (President, SEAAM)
DeDenus, Janice, Marilyn Fromet & Jim Will
Derkach, Len (Minister of Education and Training)
Early Childhood Education Council
Early Years Program Review Committee
Education Student Council
Ellis, Richard (D.S. Woods [Education] Library)
Evergreen School Division # 22
Expressive Arts Subgroup (Curriculum: Humanities and Social Sciences)
Fort Garry Principals' Association
Foundations Group (Educational Administration and Foundations)
Freeze, R., Bravi, G., Bock, J. (Educational Psychology)
General Byng School (Staff)
George McDowell School (G. Evans, P. Leung, F. Headen, A. Mason)
Grove Street Teachers Centre Steering Committee
Harbeck, Richard & Levi Reimer
Harvey, D. (Agencies for School Health) [C:MNS]
Hlynka, Denis (Curriculum: Mathematics and Natural Sciences)
Hrycaiko, D.W. (Acting Dean, Physical Education and Recreation Studies)
Instructional Resources Branch (School Libraries), Gov't of Man.
Janzen, Henry (Dean, Physical Education and Recreation Studies)
John de Graff School (R. Hildebrand)
John M. King School
Johns, Betty, (Curriculum; Mathematics and Natural Sciences)
Joseph Teres School (Art Miki)
Kellet, Wendy (Curriculum: Humanities and Social Sciences)
Kidd, R. (Curriculum: Humanities and Social Sciences)
Kilarr, Gary (English Language Arts) [C:HSS]
Learning Disabilities Association of Manitoba
Levin, Benjamin (Educational Administration and Foundations)
MacDonald, M. (Coalition of Organizations for Education and Training for Women)
Manitoba Association for Computing Educators
Manitoba Association for Gifted Education
Manitoba Association of Mathematics Teachers Inc.
Manitoba Association of Resource Teachers
Manitoba Association of School Trustees
Manitoba Association of Teachers of English
Manitoba Council of Reading Clinicians
Manitoba Intercultural Council
Manitoba School Library Audio Visual Association
Manitoba Teachers of German
Manitoba Teachers' Society

Marymound School
Microcomputer Laboratory
Mitchell School (R. Dueck)
Morris MacDonald School Division
O.V. Jewitt Elementary School
O.V. Jewitt School
Orlikow, Lionel (Winnipeg Education Centre)
Oborne, D. (Winnipeg School Division # 1 French Immersion Parent Advisory Committee)
Osborne, Ken (Curriculum: Humanities and Social Sciences)
Pangman, Clare (Microteaching)
Patterson, Larry (Music Education Integrated Program) [C:HSS/Music]
Porozny, G., MacKay, J. (RRCC Teacher Education)
Prince Edward School (Perry Rubenfeld)
Princess Margaret School (Student Teaching Committee)
Provincial Early Years Consultants and Co-ordinators
Redekopp, Jake (former director, School Experiences Office)
Riffel, J. Tony (Educational Administration and Foundations)
Rosenstock, S. (Curriculum: Humanities and Social Sciences)
Schulz, William (Educational Psychology)
Seven Oaks School Division
Shannon, Elizabeth (Chair, Comprehensive Advisory Council, H.Ec.)
Society for Manitobans with Disabilities
Stinner, A. (Curriculum: Mathematics and Natural Sciences)
Straw, S., Graham, R. & Sadowy, P. (Curriculum: Humanities and Social Sciences)
Straw, S. (Manitoba Association of Teachers of English)
St. Vital School Division No. 6
Thirlwall, David (D.S. Woods [Education] Library)
Transcona-Springfield School Division No. 12
Trosky, O. (Curriculum: Humanities and Social Sciences)
Walker, Judy (re Special Needs Children)
Walley, C., Degen, J. (School Experiences Office)
Walters, J. (Curriculum: Humanities and Social Sciences)
Wedgewood, Richard (Director, School of Music)
West Kildonan Collegiate/Maples Collegiate
Western School Division No. 47
Williams, Harvey (Curriculum: Mathematics and Natural Sciences)
Winnipeg Core Area Initiative (Education Support Services)
Winnipeg School Division # 1 (French Immersion)
Winnipeg School Division # 1 (Inner-City Education)
Winnipeg School Division # 1 (Superintendent's Office)